DOCUMENT RESUME

ED 251 109 IR 050 931

TITLE Internal Communication: Policies and Procedures. SPEC Kit 54.
INSTITUTION Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE May 79
NOTE 109p.; For related documents, see IR 050 932-933.
PUB TYPE Collected Works - General (020) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Libraries; *Communication (Thought Transfer); *Communication Research; Employer Employee Relationship; Higher Education; *Library Personnel; Methods; Newsletters; *Organizational Communication; Position Papers; Questionnaires; *Research Libraries

ABSTRACT

In the spring of 1979, the Systems and Procedures Exchange Center (SPEC) conducted a survey to identify common practices, approaches, and problems related to communication in Association of Research Libraries (ARL) institutions. Survey responses were received from 75 of the 105 ARL libraries; the responses and statistical results are included in this kit, which focuses on centralized library-wide policies and communication downward from top management to staff. A concise summary of the survey is followed by: (1) examples of library policies and procedures from Wayne State University, Northwestern University, and Joint University Libraries; (2) reports and recommendations from Johns Hopkins University, University of Rochester, University of Connecticut, University of California-Los Angeles, Joint University Libraries, Temple University, Purdue University, University of Massachusetts, and Duke University; and (3) a discussion of staff newsletters for libraries and samples of newsletters dealing with communication issues from University of Pennsylvania, Virginia Polytechnic Institute, Joint University Libraries, Florida State University, University of Colorado, McGill University, University of Georgia, Iowa State University, and Rice University. The concise summary that introduces this collection focuses on communication policies, internal publications, staff meetings, and trends and issues. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

May 1979

Systems and Procedures Exchange Center

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
  Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251109

Internal Communication:

Policies and Procedures

Kit 54

IR050931

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Maxine Sitts
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Systems and Procedures Exchange Center (SPEC) is operated by the Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Telephone (202) 232-8656.

spec flyer
May 1979, No. 54
OMS
Systems and Procedures Exchange Center

ISSN 0160 3574

INTERNAL COMMUNICATION: LIBRARY-WIDE POLICIES AND PROCEDURES

In today's increasingly complex and rapidly changing academic library environment that calls for a well-informed staff and the ability to react quickly to events, an effective internal communication system becomes even more important toward fulfilling an organization's goals. Yet establishing formal communication channels which can distribute large amounts of information in a timely manner among many staff members is a difficult task.

Because of a number of requests from members of the Association of Research Libraries, SPEC conducted a survey on Communication in Spring 1979 to identify common practices and problems and to gather documents that represent ARL libraries' approaches to communication. Responses were received from 75 of the 105 ARL libraries, and statistical results are included as a part of the accompanying kit. Analysis of the survey and selected documents will be reported in a series of flyers/kits. This flyer focuses on centralized library-wide policies and communication downward from top management to staff. A second flyer/kit will deal with the role of the supervisor, the role of committees and ad hoc groups, effective communication skills as a performance requirement, and training programs. A third flyer/kit will cover external communication.

In general, communication within a library can be viewed as an ongoing process of generating, transmitting and receiving information related to the organization's purposes. The process is influenced by the availability and use of formal, established channels; general library climate; individual communication skills; and the quality and nature of interpersonal relationships. Survey responses indicate that many libraries are seeking a communication program that can promote staff awareness and understanding of the library's objectives and that can convey helpful information concerning staff members' jobs and working environments. Libraries also expect a communication program to foster staff participation and contributions to organizational needs such as planning and problem solving.

COMMUNICATION POLICIES

SPEC survey results indicate that the use of memos as required remains the most preferred communication device in ARL libraries for informing staff of routine events and news. Newsletters or other publications and bulletin boards are the second most utilized devices, followed closely by staff meetings.

Several ARL libraries have developed written policies for internal communication, and others have conducted formal studies resulting in recommendations for improvements. When asked to indentify problem areas regarding library communication policies and procedures, a number of libraries express a concern with the timely distribution of information--such as circulation policy changes--to appropriate personnel to avoid staff and user misunderstandings and confusion. Particularly in the larger libraries, communication can be hampered by the overuse of individual memos and announcements, a reliance on traditional one-to-one dialogues, and a decentralized approach to delivering information. In addition, many libraries report that established communication channels are not being used effectively. For example, although a staff newsletter may exist, it is often overlooked as a communication channel.

The Systems and Procedures Exchange Center (SPEC) is operated by the Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Telephone (202) 232-8656.

INTERNAL PUBLICATIONS

Publications that range from one-page news sheets for posting on bulletin boards through expertly-prepared multi-page newsletters are traditionally used for internal library communication. While many of these publications are produced by staff members over and above their assigned responsibilities, several libraries express a need to institute a more formal approach that will result in a more regular schedule and more effective use of the publications. Newsletters can fulfill a number of functions. They can describe the objectives of the library and encourage staff involvement in helping achieve the objectives. They can describe and explain operating policies and practices, and alert the staff of changes before they occur. They can provide news of current activities of the library and the environment in which it operates, and they can point out accomplishments of the library as a whole and of individual staff members.

STAFF MEETINGS

According to survey results, professional staff groups are used most often to advise the library administration; sharing of work-related interests is the second most common use. Professional staff meetings tend to be held on a regular basis, often monthly or weekly, whereas support group meetings are held less regularly. Support group meetings tend to center around sharing of work-related interests, and support staff are used less often than professional groups for advising administrators.

Several libraries recommend holding regular and more frequent staff meetings as a way to provide timely information and to forestall inaccurate rumors, but they point out that the value of these meetings must be weighed against the time they take. Some libraries are looking at the merits of bringing together staff in groups other than the traditional unit or department. Interdepartmental meetings are seen as beneficial when a common problem must be discussed, and several libraries' responses indicate that support staff could benefit from more regular meetings, and need to be included more often in advisory capacities. (The role of task forces and ad hoc committees in communication and planning will be covered in an upcoming flyer/kit.)

TRENDS AND ISSUES

A fragmented, slow communication process that often does not deliver information to those who need it at the time they need it is seen as a major problem by many large academic libraries. As changes are introduced at an increasingly rapid pace — whether related to new technology, staff reorganizations, or policy revisions — the staff needs to be informed of these changes from the organization, rather than from the grapevine, in order to deal with them responsibly. And as libraries face challenges that cross interdepartmental lines (e.g. changing the catalog's format), communication among units of the library needs to improve to help ensure successful planning and implementing of these changes.

Several libraries have studied their internal communication process, looking at the flow of information through both formal and informal channels, identifying needs, and making recommendations for improvements. In larger organizations, these recommendations often include developing a centralized responsibility for communication, either through a particular office or a publication program. Another common approach is to develop a regular means of bringing staff together for informational meetings. An effective internal communication program calls for a workable method of conveying to the staff what is happening, and for keeping staff members informed in advance of decisions or changes that will influence their jobs. Throughout this process, two-way feedback and exchange is essential. Staff understanding of events affecting their work tends to lead to higher productivity, better teamwork, and a renewed commitment to organizational goals.

Kit #54 (May, 1979, 98 pages) includes the statistical results of the SPEC survey on communication, 5 examples of library policies and procedures, 9 reports and recommendations, and 10 samples of newsletters dealing with communication issues. The kit is available for $7.50 to ARL members and SPEC subscribers and for $15.00 to all others, prepayment required, from: SPEC, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

ISSN 0160-3582

INTERNAL COMMUNICATION: LIBRARY-WIDE POLICIES AND PROCEDURES

KIT # 54 MAY 1979

TABLE OF CONTENTS

	PAGE
POLICIES AND PROCEDURES	
Statistical Results of the SPEC Survey on Communication, an OMS Document	1
Organizational and Administrative Relationships, Wayne State University	7
Communication Mechanisms, Wayne State University	14
Central Library Management Group, Joint University Libraries	20
Publications-Minutes of the Administrative Committee, Northwestern University	22
Publications and Press Releases, Northwestern University	24
REPORTS AND RECOMMENDATIONS	
Communication, Johns Hopkins University	26
Inventory of Means of Communication, Summary of Results, University of Rochester	27
Meeting/Committee Structure and Communication, University of Connecticut	37
Task Force on Communications, University of California-Los Angeles	43
Recommendations on Exchange, Joint University Libraries	49
Report of the Communications Task Force, Temple University	51
Internal Communications, Purdue University	55
Internal Communication, University of Massachusetts	57
Task Force on Communication, Duke University	59

NEWSLETTERS DEALING WITH COMMUNICATION

	PAGE
Staff Newsletters for Libraries	75
Newsletter, University of Pennsylvania	79
Newsletter, Virginia Polytechnic Institute	81
The Exchange, Joint University Libraries	83
Library Bulletin, Florida State University	84
The CoU Bulletin, University of Colorado	85
Library News, McGill University	87
Interface, University of Georgia	93
Mini Memos, Iowa State University	97
The Staff Speaks, Rice University	98

POLICIES AND PROCEDUPES

STATISTICAL RESULTS N=75

OMS
OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

Duane E. Webster, Director/OMS
Jeffrey J. Gardner, Associate
Deanna B. Marcum, Training Program Specialist
P. Grady Morein, Associate
Maxine K. Sitts, Information Services Specialist

December 1978

SPEC SURVEY ON COMMUNICATION

This survey seeks to gather information and materials from members of the Association of Research Libraries concerning internal and external communication. Results of the survey, which include documents from the libraries and answers to the following questions, will be used for SPEC flyers/kits during 1979.

Recognizing that communication is a complex process which depends to a great extent upon relationships among individuals and the quality of interpersonal exchanges, this survey concentrates upon the formal procedure, policies, devices and channels which the library has developed to ensure and enhance communication.

This Survey contains four major section: (1) Communication within the Library, (2) The Use of Groups for Communication, (3) Communication Skills as a Performance Measure, and (4) External Communication.

COMMUNICATION WITHIN THE LIBRARY

1. Which of the following devices are regularly used to announce routine news such as holidays, scheduled library events, professional organization activities, personnel news, jobs openings, and so forth? (Check as many as applicable.)

   54 Regular newsletter, bulletin, announcement sheet, or other publication
   61 Memos as required
   55 Bulletin board
   23 Method or device left to discretion of each department head or supervisor
   48 Verbal announcement at regular staff meetings
   12 Other (specify) lunches, rap sessions

   PLEASE ENCLOSE MOST RECENT SAMPLE OF PUBLICATIONS

2. Which of the following channels does the library staff use to contribute to library planning, problem-solving, and goal-setting? (Check as many as applicable.)

   58 Direct communication with immediate supervisor/manager
   58 Through membership on committee, task force, other staff group
   13 Suggestion box
   47 Through individual staff member's report/memo to central library administration
   18 Other (please specify) incentive award, retreats, regular meetings (6)

   PLEASE ENCLOSE SUPPORTING DOCUMENTS

3. Has the library developed written policies, guidelines, procedures, or other statements that describe or discuss communication channels/processes within the library?

   19 Yes
   39 No

   IF YES, PLEASE ENCLOSE A COPY OF ALL DOCUMENTS

THE USE OF GROUPS FOR COMMUNICATION

1. Please provide information on staff groups within the library such as associations, councils, assemblies, unions, etc.

Professional/Specialist Group(s)

Name of group _____

How often are meetings held?

8 Weekly
19 Monthly
25 Other (please specify) 9 quarterly, 4 bi-weekly

Who sets the agenda for the meetings?

37 the group's officers
16 the library director
3 rotated responsibility among group members

Which of the following communications functions does the group perform?

15 Social interactions
43 Advisory capacity to library administration
36 Sharing of work-related interests and activities
10 Other (please specify) 3 collective bargaining

PLEASE ENCLOSE MOST RECENT AGENDA, MINUTES, BY-LAWS, STATEMENT OF PURPOSE OR TERMS OF REFERENCE WHICH WILL ILLUSTRATE HOW THE GROUP CONTRIBUTES TO LIBRARY COMMUNICATION.

Support/Clerical Staff Group(s)

Name of group _____

How often are meetings held?

- Weekly
17 Monthly
15 Other (please specify) 5 irregular, 3 semi-annual

Who sets the agenda for the meetings?

26 the group's officers
6 the library director
- rotated responsibility among group members

Which of the following communications functions does the group perform?

17 Social interactions
21 Advisory capacity to library administration
22 Sharing of work-related interests and activities
9 Other (please specify) _____

PLEASE ENCLOSE MOST RECENT AGENDA, MINUTES, BY-LAWS, STATEMENT OF PURPOSE OR TERMS OF REFERENCE WHICH WILL ILLUSTRATE HOW THE GROUP CONTRIBUTES TO LIBRARY COMMUNICATION.

Groups for all Staff

Name of group _____

How often are meetings held?

- Weekly
13 Monthly
21 Other (please specify) irregular 6, quarterly 3, semi-annual 2

Who sets the agenda for the meetings?

29 the group's officers
7 the library director
- rotated responsibility among group members

Which of the following communications functions does the group perform?

28 Social interactions
14 Advisory capacity to library administration
20 Sharing of work-related interests and activities
5 Other (please specify) general welfare 4

PLEASE ENCLOSE MOST RECENT AGENDA, MINUTES, BY-LAWS, STATEMENT OF PURPOSE OR TERMS OF REFERENCE WHICH WILL ILLUSTRATE HOW THE GROUP CONTRIBUTES TO LIBRARY COMMUNICATION.

COMMUNICATION SKILLS AS A PERFORMANCE MEASURE

1. Is the effective use of communication techniques a stated component of job performance for any positions? This can include communication with staff members, users, faculty, university administration, students, alumni and friends groups, other libraries and the profession in general, etc.

43 YES
16 NO

If YES, please list below the positions.
PLEASE ENCLOSE JOB DESCRIPTIONS AND PERFORMANCE EVALUATION FORMS.

_____
_____
_____
_____
_____

2. Are communication skills taught as part of continuing education or staff development programs?

24 YES
36 NO

IF YES, PLEASE ENCLOSE DESCRIPTION

3. Does an office/individual serve as an ombudsman for staff?

16 YES
42 NO

IF YES, PLEASE ENCLOSE JOB OR PROGRAM DESCRIPTION

EXTERNAL COMMUNICATION

1. Has the library developed written policies, guidelines, procedures, or other statements concerning communication with any of the following groups: users, university administration, faculty, students, friends of the library, alumni, other libraries and the profession, the general community, etc.

15 YES
44 NO

IF YES, PLEASE ENCLOSE ONE COPY OF ALL STATEMENTS

2. Does the library regularly cooperate with campus offices in communicating with groups and individuals outside the library?

48 YES
7 NO

If YES, please indicate which offices.

47 Campus public information office
36 Campus publication office
40 Campus development office
19 Other (please specify) student newpaper 3
alumni association 3

3. Which of the following channels is the library currently using to communicate with users? (Check all applicable.)

32 Newsletter or other regular publication. (Please enclose a sample.)
51 Library use instruction program within library.
42 Library use instruction programs in classrooms
43 Bulletin board
32 Audio-visual media
37 Suggestion box
16 Printed forms requesting user feedback available in library
54 Exhibits and displays
37 Unified sign system throughout library
60 Printed materials such as library handbook, information sheets
41 University publications
18 Other (please specify) _____

4. Has the library conducted a user survey/poll within the last 12 months?

18 YES
42 NO

IF YES, PLEASE ENCLOSE A COPY OF THE SURVEY AND ITS RESULTS

6. Which of the following communication channels has the library developed to inform the university of the library's situation, to promote support of the library, and to provide information for planning and funding activities?

48 Distribution of annual reports to university administration
12 Production of newsletter, bulletin, or other publication geared for university administration
46 Articles in campus publications
7 Individual staff position with responsibility for ongoing communication
  5 full-time
  5 part-time
36 Special events such as open house, exhibit, tour
3 Survey or poll of university administration
53 Participation of director or other library staff member on university planning committee, dean's council, etc.
33 Campus development office
18 Other (please specify) various committees 5, meetings, studies

PLEASE ENCLOSE SUPPORTING DOCUMENTS

8. Which of the following formal communication channels is the library using to communicate with faculty members regarding the library's role in instructional and research programs.

26 Distribution of library newsletter to faculty
42 Articles in campus publications
18 Distribution of director's annual report to faculty
21 Use of individual staff position(s) with responsibility for communication
20 Instructional programs for faculty
44 Joint library-faculty committee
12 Faculty polls or surveys
17 Other (please specify) various committes 7, personal

PLEASE ENCLOSE SUPPORTING DOCUMENTS

10. Which of the following does the library use to communicate with alumni, friends of the library and other external groups for funding and support purposes? (Check as many as applicable.)

30 Newsletter or other regular publication about the library
39 Special events (tours, open houses, exhibits)
31 Specially-designed brochure or publication
17 Use of group/committee
16 Individual staff position
- Surveys or polls
10 Other (please specify) alumni publications 3, development office 3

PLEASE ENCLOSE SAMPLES OF PUBLICATIONS, COMMITTEE CHARGE, POSITION DESCRIPTION, SURVEY, POLL, ETC.

12. Which of the following does the library use to communicate with other libraries and the profession in general?

32 Distribution of press releases
30 Distribution of newsletters
61 Support of staff attendance at professional meetings
44 Support of staff publications such as articles in journals
52 Support of staff speeches/presentations at professional meetings
58 Membership in library cooperative systems
10 Other (please specify) distribution of annual report 3

PLEASE ENCLOSE SUPPORTING DOCUMENTS

13. Which of the following does the library use to inform staff of major developments in librarianship (e.g., closing the card catalog, development of National Periodicals Center, etc.)? (Check as many as applicable.)

37 Staff newsletter
56 Staff attendance at professional meetings
48 Staff visitations to other libraries
47 Circulation of published articles to staff members
40 Programs at staff meetings
21 Other (please specify) visiting scholars 3, journal routing 4, workshops 5

PLEASE ENCLOSE SUPPORTING DOCUMENTS

WAYNE STATE UNIVERSITY

University Libraries

ORGANIZATIONAL AND ADMINISTRATIVE RELATIONSHIPS

The objective is to describe the lines of administrative responsibility and accountability to indicate the channels of communication that have been created (or resulted) from the formation of committees, advisory and study groups.

The University Libraries are a complex system performing interdependent and interrelated functions through nine departmental units each with its own complex set of inter-related and interdependent procedures and operations. The Library System must be organized to respond as rapidly as feasible to the needs and to the changes of the communities it serves within the constraints defined by or imposed upon the University. These factors require that informed decisions based upon appropriate consultation be made at every organization level. Equally important every individual should be sufficiently informed so that he can recognize his responsibilities within his departmental unit, to the Library System and to the University.

The attached chart depicts the division of responsibility among administrative groups as of July 1973 as well as showing some of the means for information transfer among these groups. There are some groups presented in the chart that are still in the process of being formed and others where the responsibilities are still in the process of being established. The administrative structure presented is an effort to develop a formal network to include all staff members with the expectation it will provide

1) Means to participate in solving problems,

2) Systematic channels through which individuals and groups can exchange information,

3) Means to make recommendations to improve library operation, and

4) An environment through which both individuals and groups can evaluate decisions.

In addition to the administrative structure with its communication channels are Working Papers, Technical Reports, Staff Memoranda, and minutes of meetings of departmental units, Librarians' Assembly, Department Heads and some of the standing committees.

It must be emphasized that the organization depicted and the responsibilities defined must be mutable if the Library System is to function adequately. Each staff member should be committed to improving the "governance" constructively. If the present organization is insufficient, different arrangements can be tried if the individuals and groups involved propose changes that can be tested. The objective is to create an organization (i) that can accomplish the tasks that must be done (ii) that permits the widest possible participation in formulating policies and establishing procedures, and (iii) that approaches a condition of self-monitoring.

The general administrative structure of the University is well known. The President is directly and personally responsible to the Board of Governors. The President delegates aspects of his responsibility to his appointed University officers. The various Colleges, Schools and Divisions may report directly to the President, but in most instances administrative units of the University report to the President through one of his administrative staff. Different aspects of the administration of a unit of the University may be reported to different University officers, but the Library System in general comes under the purview of the Provost.

Each of the Colleges and Schools has a Dean as the chiefadministrative officer. Similarly each of the University Divisions (e.g., Computing Center, Admissions, Archives, Library) has an administrative head, usually a Director. Each administrative Unit has its own necessary organization for carrying out the responsibilities assigned to it. The degree of delegation within the administrative units depends upon the size and the extent and complexity of the responsibilities which the Division carries. In some the organization is simple; in others it involves several stages of delegation under the Dean or Director. Although it should be obvious, it needs to be stated because of confusion by some about the relationships of responsibility and accountability: a Dean or Director cannot delegate responsibility he does not have; on the other hand, he is accountable through University officers, the President and ultimately the Board of Governors for the responsibilities he does delegate.

The administrative organization on the attached chart assumes a continuation of the past reliance on departmental unit heads who have considerable responsibility for making decisions in planning, implementing and monitoring the functions of their units. Under this organization the Associate Director of Libraries acts as Deputy Director of Libraries. All operating unit heads report to the Director of Libraries or through the Associate Director and Assistant Director in the functional areas in which they have been delegated system-wide responsibility.

LIBRARY DEPARTMENTAL UNITS

The departmental units are of different size and complexity and the heads of these units may further delegate responsibilities assigned to them by the Office of the Director. No two operating units carry out the same functions, consequently the responsibilities of the operating unit heads may vary in extent, but not in kind. Each unit head is responsible through the Office of the Director of Libraries to the Provost, the President and finally the Board of Governors for the administration of his unit under University policies. In this sense, each Head of a Department represents the President and the Board of Governors in dealing with other members of the University community and the public. In general each Head of a Department is responsible for setting up an organization in his unit which

1) will insure that information on University and Library policy, procedures and responsibilities will reach those working under him.

2) will keep the Office of the Director informed of the decisions affecting job assignments, service patterns, and problems relating to the operation of the unit.

3) will involve those under him in active participation in the planning as well as in the work of the area of responsibility of the units.

4) will see that new people are inducted into the unit as well as into limited and circumscribed jobs.

5) will assure informed participation by himself or by representatives of his unit of the work of the Library System and University-wide organizations.

6) will see that any problem of Library-wide concern is promptly placed before the appropriate body for consideration, e.g., the Office of the Director, Librarians' Assembly, Council of Department Heads, etc.

7) will insure academic and professional discipline in his unit.

8) will make evaluations for the Office of the Director on matters of budget preparation, personnel recruitment and job assignments, and the appointment, promotion, leaves of absence, transfer, and dismissal of his staff.

9) will report in writing at designated intervals the accomplishments, deficiencies, and/or other measures of performance of his unit.

An ideal library system would be one in which the above responsibilities could be delegated to the fullest extent to all Heads of Departments. Not all Heads of Departments have equal experience nor equal capabilities in implementing the above responsibilities. One of the main responsibilities of the Director of Libraries is to determine the extent a Head of a Department can be accountable. This may appear that the Director of Libraries has "power" which can be dispensed capriciously and autocratically. To avoid inappropriate use of "power" to delegate or not to delegate by the Director, to permit Heads of Departments to gain experience so that they can assume greater responsibility, and to allow other than those with administrative titles participation in improving the Library System, other administrative mechanisms are employed.

COUNCIL OF DEPARTMENT HEADS

Statement.

Since the Director delegates the responsibility for the technical operation of the Library System and much of the administrative functions to heads of departments, a means must be available to insure that heads of departments are informed of University and library policies and procedures as they exist and as they change. More important because of the interdependence and interrelatedness of operating units, changes and problems in one unit must be assessed and evaluated by other units. The Council of Department Heads is therefore created to review upon request all matters relative to the operation of the Library System and the University.

Many skills and expert knowledge are needed to keep the Library System operating. The Council of Department Heads may not possess the knowledge to make decisions and therefore needs to call upon staff for information, evaluations, and recommendations.

Organization.

The membership of the Council is the Heads of the Departments and the Director of Libraries. Conclusions reached at Council meetings are published in its minutes which are distributed to all librarians. At each meeting the conclusions of the previous meeting are reviewed and if the Council has received no information that would require alterations, the conclusions can then be considered as being established Library policy or procedure. Any individual or formal group within the Library System can request the Recording Secretary to place items on the agenda. Such items must be submitted for distribution one week before the meeting. The Chairperson of the Council is the Director of Libraries. A Vice Chairperson, elected for a six-months period, chairs the meeting in the absence of the Director of Libraries.

RULES FOR RESOURCE COMMITTEES

1. Functions, purpose and responsibilities

Resource Committees are part of the Library System's administrative organization created to bring the special knowledge and experience of the entire Library staff to solve problems that may come before the committees. The committees shall function as long range, system-wide, investigative bodies, and apply, or relate University and Library policies and procedures to the problems under study. The committees have the responsibility to advise Department Heads, the Council of Department Heads, and the Office of the Director on problems specific to its charge through formal recommendations for action. The Committees may also help facilitate or actually implement whatever decisions result from their recommendations.

In general, except in those areas specifically noted in the charge, the matters considered by a committee shall be those relating to more than one operating unit. Unresolved problems of jurisdiction and areas of responsibility should be brought to the attention of Director of Libraries who will investigate and if needed prepare a recommendation for consideration by the Council of Department Heads. Each committee shall consider problems in its area of concern that are referred to it in writing. Matters which individuals, departments, or the Librarians' Assembly wish to have committees consider should be sent to the Office of the Director for referral.

2. Establishment and organization

The Resource Committees will be created by the Director and/or by recommendation of the Council of Department Heads. A charge will be prepared by the Office of the Director. A committee may recommend alterations of its charge or changes in the size and composition of its membership by applying to the Director of Libraries. Should such recommendations involve the need for major change in either structure or functioning of the Committee, the Director of Libraries will make necessary changes and inform the Council of Department Heads. If the Director of Libraries opposes the Resource Committee's recommendations, the matter will be brought to the Council of Department Heads for advice. The Committees are empowered to create and dissolve ad hoc (system-wide membership) or sub-committees (of its own membership) and joint committees to deal with special projects and to recruit to such committees those members of the Library staff who can best contribute to the solution of the problems under study. If it is deemed appropriate the committee can also seek advice and information from faculty and other members of the University community. Copies of communications to individuals concerning appointment to other than sub-committees shall be sent by the chairperson to their Department Heads and the Office of the Director.

3. Membership.

Each Resource Committee will have at least two "permanent" members. The remaining members will be appointed by the Office of the Director on a rotating basis being selected to allow the fullest and widest participation of staff, to balance experience and inexperience on all committees, and to reflect the special needs as provided for the charges to the committee. Further, a Library Department should not be over-represented on Resource Committees so that its internal operations will suffer thereby. The number of members will be established at the time the charge is formalized but may be amended as described above. The rotating members are appointed for one year and cannot be reappointed to the same Resource Committee until three years has elapsed.

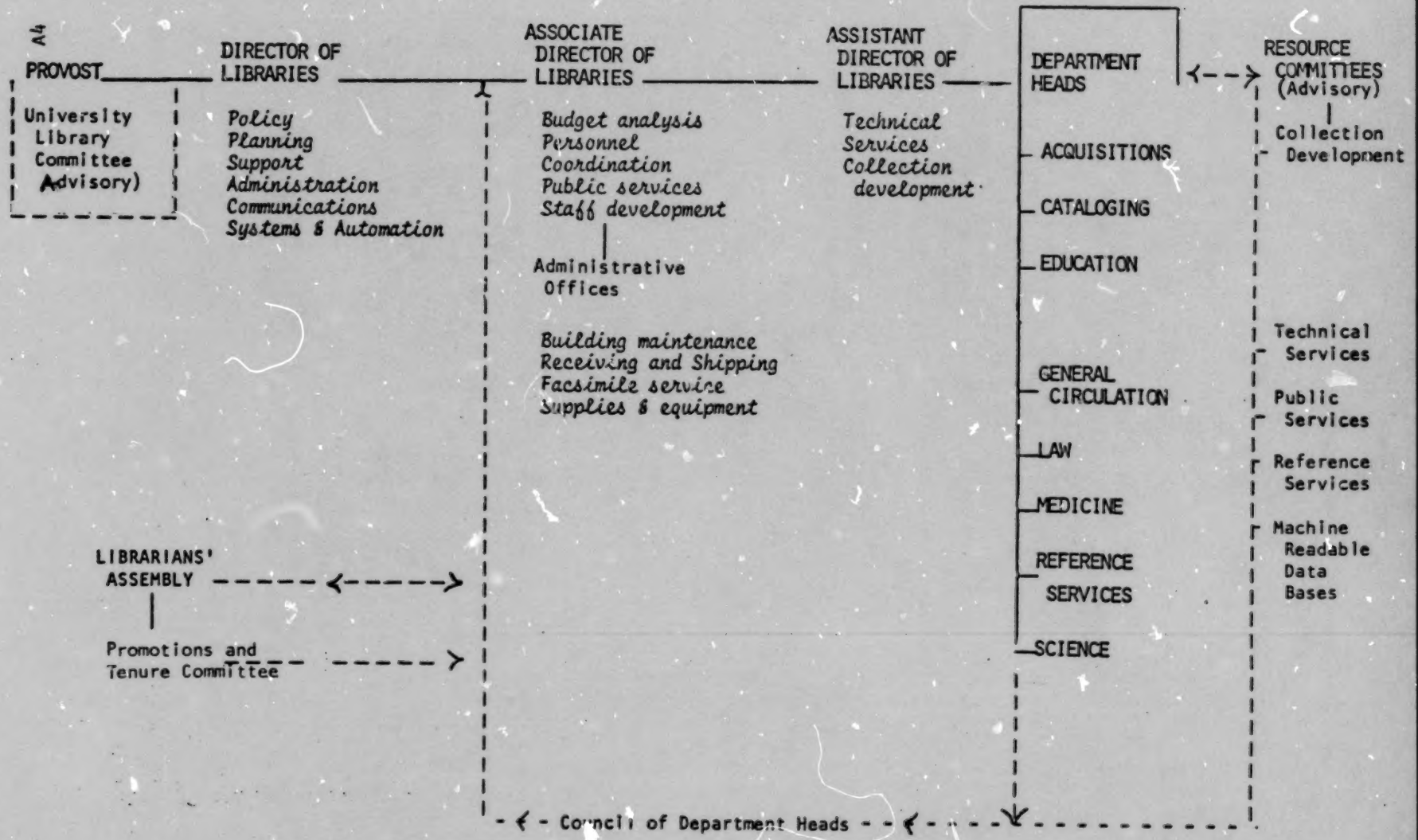
4. Chairperson

The chairperson in most instances will be one of the permanent members and elected by the committee. It is the chairperson's responsibility to call meetings which should be scheduled regularly and not less than once per quarter. (Summers excepted). The chairperson will preside at meetings, prepare agenda, accept and respond to communications on behalf of the committee. The committee may elect a secretary, but it will be the responsibility of the chairperson to maintain a file of the committee minutes and records, copies of which should also be on file in the Office of the Director. The minutes will include a record of those present at meetings and absences of committee members. Note: members whose terms expire will return their committee files of minutes, documents and notes of the preceding twelve months (in good order) to the chairperson for transmittal to a new member.)

Any request submitted to the committee in writing must be dealt with in a period of three months with recommendations or a report to the Office of the Director.

WAYNE STATE UNIVERSITY LIBRARY SYSTEM

ORGANIZATION AND ADMINISTRATIVE RELATIONSHIPS



ADMINISTRATIVE AND ORGANIZATIONAL RELATIONSHIPS

COMMUNICATION MECHANISMS

The Office of the Director monitors and distributes different document series:

1. Library Newsletter. This format is used to announce anything of interest to the entire University faculty community. It may be a matter of policy, procedure or news. The Newsletter is published whenever there is a sufficient number of articles to form an issue. Any faculty or staff member may submit an article for the Newsletter to the Editor or the office of the Director.

2. Library Staff Memos. Numbered memos are a means to convey information throughout the Library System on any aspect of Library operations. Their distribution is entirely internal and the distribution may vary according to the content, but copies should always be made available in every Library unit for all staff members to read or review. The memos may also be used as a cover to distribute items of interest to Library staff. Obviously the memo series should be concerned with matters that involve large segments of the Library System. It may be a way of announcing new policies or procedures which get incorporated into the Library System Manual. Any staff member can use this mechanism for communicating with the Library System.

3. Working Papers. Individual committees and departments may prepare documents which serve as devices to evaluate or propose changes. Those papers which are deemed to be of interest to the Library staff are distributed in a numbered series. The distribution again is determined by content. Any staff member wishing to present a viewpoint for action or change for the Library System may submit a paper for evaluation to be put into the series.

4. Technical Papers. Data collected for specific purposes or projects on Library operations can be reported through this mechanism. The technical paper series might be used as an in-house review of a paper that could be submitted for publication.

5. Minutes of the Library Council. The minutes of the Library Council are distributed to all librarians for review of actions and recommendations made.

There are other means of communication within and for the Library System distributed other than through the Office of the Director.

1. Librarians' Assembly. All communications generating from the Librarians' Assembly are the responsibility of the Officers to control and to distribute.

2. Intralibrary, University, and Outside the University Communications.

   Individuals within the Library System are delegated the responsibility to communicate specific information and/or carry out functions which require writing to individuals in other units. In an academic

environment it should be understood that a writer is responsible for his/her statements. However, an individual who explains policies and/or procedures, or seeks clarification of University actions relative to Library System matters should forward a copy for placement in the Library System's central files.

APPROVED:
Library Council, February 1978

ADMINISTRATIVE AND ORGANIZATIONAL RELATIONSHIPS

COMMITTEE STRUCTURE

Contractual Committees

Three standing committees are formed through the American Association of University Professors contract:

I. Librarians' Salary Committee. The Committee consists of 5 members elected annually by the bargaining unit members of the Librarians' Assembly. Three members shall be tenured members of the Tenure and Promotion Committee. (XII. A.B.) The Director or designee is chairperson with one vote. The Committee's responsibilities include:

A. Distribution of the selective salary funds (XII. A.4)

B. Acting as a consultative group regarding initial salaries of bargaining unit members (XII.E)

C. Undertaking special assignments as arise from the administration of University policies and contracts.

II. Librarians' Tenure and Promotion Committee. The Committee consists of members (for voting responsibilities of different members, see contract Agreement) elected annually by the bargaining unit members of the Librarian's Assembly. The Director or a designee chairs the Committee without vote. The Committee's responsibilities include:

A. Establish criteria for evaluation for tenure.
B. Establish criteria for evaluation for promotion.
C. Make recommendations for tenure.
D. Make recommendations for promotion.

III. Budget Committee. The Committee consists of Library System's department heads plus three members elected annually by the Librarian's Assembly. The Director will consult the Committee "concerning the general budgetary priorities" of the Library System. (Article XXXI).

Ad hoc Inter-unit Committees

Other system wide committees can be formed for a specified period of time (i) to review, to study and evaluate priorities, procedures, and policies, (ii) to plan seminars, workshops, or other continuing education efforts, (iii) or to bring together special interest groups. The Committees can be formed in one of the following ways:

1. The Office of the Director, usually with the advice of the Library Council, will establish the charge and appoint the members.

2. The Library Council may appoint a committee to work or to study problems arising from its deliberations. This committee will include at least one member of the Council.

3. Proposals may be submitted to the Library Council by any staff member in the Library System recommending the establishment of a defined group for a specific purpose. Proposals for all should define the need for the establishment of the group and the purposes expected to be accomplished. The proposals should also include recommendations concerning membership, specific objectives or charges, longevity, means of review, and implementation of accomplishments. If approved, a Council member will be appointed as a member or liaison to the Committee or Task Force.

APPROVED:
Library Council, February 1978

ADMINISTRATION AND ORGANIZATION

Guidelines for Committee Proposals

Any individual may submit a proposal to the Library Council for the formation of a committee, task force, or study group. The following are guidelines. Authors of proposals should not be constrained by the suggestions or format of the guidelines, but should present their idea in whatever manner they feel is best to describe their intent. While it is expected that proposals to form a group for continuing education programs or for special interest purposes will be submitted in writing, a person who wishes to form a committee to solve a problem may want or need to use the Council as an advisory group or to request them to prepare a charge for the committee; oral presentations to the Council under these circumstances may be made.

I. Continuing Education Programs (in writing only)

- A. Identification of need in as exact terms as possible
- B. Objectives
  1. List objectives
  2. Describe the expected changes in behavior or attitude that should ensue following the program
- C. Present generalized plans for program
  1. Approximate length
  2. Approximate time program is to be presented (month or quarter)
  3. Potential audience for program
- D. Recommend evaluation mechanism for program when concluded
  1. Define how evaluation will be conducted, who, when, etc.
  2. Recommend how evaluation, when completed, is intented to be used
- E. Recommend membership of group, if a group is to be formed
  1. Volunteer to chair group
  2. Suggest people or positions
  3. Request recommendations
  4. Membership need not be limited to WSU staff

II. Special Interest Group (in writing only)

- A. Define the interest that forms basis of group (e.g. on-line searching)
- B. Specify objectives for the group
- C. Give examples of potential meetings
  1. Business meetings?
  2. Problem solving sessions?
  3. Educational programs?

D. Expected membership
   1. Define probable members
   2. Volunteer to lead group of desired, or recommend effective leader
   3. Membership need not be limited to WSU staff

E. Define authority and responsibilities of group
   1. Define relationship to Library Council
   2. Define proposed authority to implement procedural or other decisions
   3. Define responsibility to non-group members in terms of this special interest (how will it be shared? or will it?)

F. Define review or evaluation mechanism for the group
   1. Propose some kind of regular review or annual report mechanism
   2. Propose ways changes in the group's objectives can be made

G. Recommend longevity of special interest groups

III. Committee to Solve Problems of the Library System

A. Identification of problem
   1. Define or describe problem
   2. Give example or other documentation
   3. Describe current effects of problem that might be elminated or improved

B. Recommend specific committee charge(s)

C. Recommend committee membership
   1. Volunteer to chair committee
   2. Suggest appropriate people or positions
   3. Request recommendations for membership
   4. Limit membership to WSU staff
   5. If desired, recommend use of non-WSU personnel

D. Recommend longevity of committee

E. Recommend means of implementation for solutions or recommendations of final committee report
   1. Final report should detail means of implementation, but the proposal should include some idea of means
   2. If implementation involves persons or units other than those represented on the committee, define expected (or desired) committee authority

Approved:
Library of Council, March 7, 1978

CENTRAL LIBRARY MANAGEMENT GROUP ESTABLISHED

During the past several months Betty Swint (Central Library Director) and Keith Cottam (Assistant Director of Libraries for Public Services and Employee Relations) have held discussions with each Central Library department head, unit head, and supervisor, as well as the librarians. The identification of several key issues came from the meetings, including the need for:

*improved communications,
*an effective planning program,
*an examination of potential areas for cooperation within Central,
*an examination of the organizational and administrative/supervisory structure,
*an examination of functions and activities within the framework of priorities, goals, and objectives.

In order to deal effectively with these issues, a new Management Resource Group has been established to direct attention to a program of general improvement for the administrative processes of planning, communicating, and implementing programs and activities.

On January 5 a Central Library staff meeting was held at which Mr. Cottam presented and discussed the new program. He formally recognized the Director of the Central Library in the key role of leadership for the Library's programs and administrative processes. In addition, he confirmed the realignment of the position of Evening Services Librarian from the Circulation Department to the Central Library Director's office.

The structure, role, advantages, and potential activities of the Management Resource Group were described, and each member of the Central Library staff was given a copy of the material presented.

The Director of the Central Library will rely on counsel and advice from the Group, as well as from individual members of the staff through normal organizational channels and personal contact.

The Group will be constituted primarily to:

*facilitate reporting and the initiation of inquiry;
*coordinate planning for programs, projects and assignments;
*provide a forum for discussion and problem solving;
*serve as a resource group to determine needs and to evaluate and recommend proposed courses of action;
*provide for instruction on policies, programs, procedures, etc.

Generally, specific management decisions for the Central Library will be encouraged at the most effective level in the organization, relying on delegated responsibility, policies and procedures, established goals and objectives, appropriate counsel and advice, and good judgment.

The Group will have an agenda and the meetings will be open to any Central Library staff members who may wish to make arrangements with supervisors to attend. Oral reports by Group members will be made in appropriate department meetings, and minutes of each meeting will be recorded and distributed to all Central Library staff.

Six advantages of program were cited:

1. An action group is established for generating, changing, and regenerating plans.

2. Formal opportunity is provided to inquire, probe and understand the meaning of the Library's various operations.

3. A vehicle is provided for a process which will focus on the solution of fundamental problems and the achievement of objectives.

4. The process will facilitate a rational consideration of alternative courses of action.

5. All staff will be encouraged to participate in the administrative process through cooperation and coordination with the Group.

6. Participation in the process will promote staff understanding, encourage individual staff members to contribute expertise, and improve the Library's capacity to respond and improve.

-- Betty Swint, Director
Central Library

* * * * * * *

* * * * * * *

Northwestern University Library
Policy Statement # 74-42

NORTHWESTERN UNIVERSITY
Chapter: II
Section: D
Sub-section:

Issued by: John P. McGowan, University Librarian
Topic: Publications - Minutes of the Administrative Comm.
Descriptors: publications, minutes of Administrative Comm.
Date: September 1, 1974

POLICY: (followed by procedures and historical notes when applicable)

In order to improve communications between the Administrative Committee and the rest of the professional staff, it was felt that the minutes of meetings should be circulated to all professional librarians. However, in view of the type of information being conveyed, it was ultimately decided that the minutes should be a record of decisions which evolve into library policy instead of verbatim discussion reports. Also, these action minutes will be distributed after each meeting of the committee to each department head and one copy will be posted on the bulletin board for all librarians to read. Administrative Committee members might then respond to any questions at the next assembly meeting.

HISTORICAL NOTES:

Originally issued: Minutes of the Administrative Committee Meetings dated December 8, 1970, December 21, 1971, and May 14, 1974.

Northwestern University Library
Policy Statement # 74-41

Issued by: Dale Canelas, Asst. Univ. Lib. for Admin. Serv.

Topic: Publications - Staff Announcements, Dept. Head Memos format

Descriptors: publications, announcements; publications, memos

Remove: pp.
Insert: pp.
Chapter: II
Section: D
Sub-section:
Date: September 1, 1974

POLICY: (followed by procedures and historical notes when applicable)

In order to facilitate filing and later referring to information on announcements to all staff members, please have the announcements typed as an official staff announcement, using that format with number obtained from the Administrative Office.

Also, a numbered file on memos from various departments to all department heads (which will be sent to department heads, division chiefs, heads of branch libraries, bibliographers, and members of the Administrative Committee) will be kept in the Administrative Office area. These also should be typed uniformly following the prescribed format and using the number obtained from the Administrative Office files.

Both of these publications, which are directives, should be reviewed by the Administrative Committee before being distributed so that persons responsible for the operations would have opportunity to see the memo before it went out, thus avoiding any misunderstanding.

Both the staff announcements and memos to department heads will be distributed by the Mail Room.

HISTORICAL NOTES:

Originally issued: Memorandum to Department Heads #4, November 11, 1971, and Action Taken at Administrative Committee Meeting, February 5, 1974.

NORTHWESTERN UNIVERSITY

Northwestern University Library
Policy Statement #

Insert: pp. [illegible]

Chapter: II

Section: D

Sub-section:

Issued by: Pres. Robert H. Strotz

Topic: Publications and Press Releases (University policy)

Descriptors: press releases, publicity

Date: November 22, 1974

POLICY: (followed by procedures and historical notes when applicable)

Re: Publications and Press Releases

From time to time various Schools and Departments prepare and disseminate press releases and publications concerning their activities and programs without channeling these materials through the facilities and resources of University Relations.

The Department of University Relations is charged with responsibility for representing the University to the various segments of the public of concern to Northwestern, and for helping the several Schools, Centers and Departments prepare the materials they need for purposes of recruitment and retention, and for the release of information concerning activities, interests and needs.

Two sections of University Relations, the Press Relations Section and the Publications Section, should be involved in the preparation of these types of printed information.

Both sections are staffed with persons who have strong professional competence in their areas of responsibility. They are prepared to assist you in the accomplishment of realistic goals in the areas of publicity and publications. University Relations is expected to keep current on matters of University policy, style, legal requirements, items such as administrative changes, and any new directions in developmental emphasis and expectations.

The University can best accomplish its goals when there is coordinated direction and thrust in the information presented to the public. To accomplish this means that there be a "clearing house" organization aware of all the materials presented for public attention and consideration. This is a function of University Relations.

In terms of operations, University Relations will not make unilateral or arbitrary changes in the copy presented for publication. No substantive change will be made without your knowledge and agreement. The department will provide copy editing for purposes of clarity and style, and will provide layout and design assistance for all publications. The department is the part of the University best equipped to arrange for the printing of materials. The Publications Section of University Relations arranges for the printing of some 350 different publications each year -- these vary in complexity and sophistication from single page fliers to catalogs containing several hundred pages.

Northwestern University Library
Policy Statement # 74-40

Issued by: Dale Canelas, Asst. Univ. Lib. for Admin. Serv.

Topic: Publicity of Staff Activities

Descriptors: publicity, staff activities

Remove: pp.

Insert: pp.

Chapter: II

Section: D

Sub-section:

Date: September 1, 1974

POLICY: (followed by procedures and historical notes when applicable)

The Administrative Committee would like to centralize publicity efforts in order that the many outstanding achievements of the Northwestern University Library and its staff members are assured appropriate publication. All of the following activities should be reported, in writing, to the Personnel Office:

(1) appointments to committees
(2) election to office
(3) receipt of a promotion
(4) receipt of an award
(5) presentation of a paper
(6) publication of a book, a paper, or an article

The information will be edited and distributed to the appropriate library, university, or outside publication. We are very proud of the great variety of professional activities engaged in by our staff and the contribution they are making to the library, the university, and the profession at large.

HISTORICAL NOTES:

Originally issued: Staff Announcement #173, June 15, 1972.

REPORTS AND RECOMMENDATIONS

Communication

The MRAP study has confirmed that communication in the Library, particularly communication of a formal nature, is less than adequate. The Study Team found that, although methods for and patterns of communication exist, they are under-utilized and not entirely successful in distributing information. There seems, in addition, to be a difficulty in making clear the meaning of some information.

Resultant misunderstandings are responsible, at least in part, for poor staff morale.

Much communication in the Library is informal. Consequently, information is frequently known only to the parties directly involved. Individuals often forget or are unable to communicate with other appropriate members of the staff. No single office has the responsibility for gathering and disseminating information, and the flow of information is not systematized.

Improvements in communications have been made, especially in the past year, but there is still a tendency to prefer oral messages over written ones. This may be due in part to the arrival of several new top level administrators at a time when the Library was experiencing a period of considerable change. In part it may also be due to a smaller staff facing heavier work loads and increasing pressure simply to get the work done, leaving little time for written communications. Most important, and perhaps least recognized as a cause of the communications problems in the Library, is the lack of communication skills among both management and staff, and an unfamiliarity with a variety of different communications methods.

Improvement of the Library's communications network requires a continuing effort which may never be wholly successful. Recognizing the deficiencies in the existing system and attempting to deal with them are essential. In order to create a climate of trust and openness, and foster the spirit of cohesiveness, the Study Team makes the following recommendations regarding communication:

- more communications be formalized and systematized and existing channels of communication be improved.
- a program to teach communication skills to both management and staff be developed.
- experiments with various types of meetings be made and supervisory staff become familiar with the techniques of chairing and leading groups, preparing reports, etc.
- new methods of communication be introduced and practiced.

INVENTORY OF MEANS OF COMMUNICATION[7]
SUMMARY OF RESULTS

Various means can be used to communicate. They include conversations, memos, reports, conferences and manuals. Choice among them, and the frequency with which they are used, depend upon the position of the communicator and the receiver in the organizational structure, the nature of the message, and future need to refer to the information communicated.

The Director, the Associate Director, and Library supervisors were asked to list in order of frequency the means they use to communicate with various groups and to list the means which these groups use to communicate with them. A preference for oral over written means of communication, and non-structural over structural means, was reported in almost all cases. This corresponds to statements made in interviews and surveys on existing practices.

There are some exceptions. Among supervisors, and from supervisors to staff in other units, oral and written means of communication have about equal preference. Supervisors report that written means take preference in their communication with Library and University administrators.

Survey results confirm the tendency of upward and downward communication to follow organizational lines. They also indicate that lateral

---

[7] This was constructed by the Task Force based on a list of means of communication appearing in Leo O. Thayer, Administrative Communication (Homewood, Ill.: R. Irwin, 1961), p. 136, and was distributed to respondents under the title, "Thayer Inventory of Means of Communication."

communication occurs less often among section heads than among other management groups.

COMMUNICATION IN THE LIBRARY[8]

Library personnel should identify with the Library's objectives and goals. They should consider themselves part of a professional enterprise and work together toward achieving those objectives and goals. Communication is an important factor in this process.

Goals and Objectives

One of the chief purposes of communication within an organization is to create among the individuals within it a common understanding of the direction in which it is moving. One of the prerequisites for a meaningful common understanding of organizational direction is a statement of organizational objectives and goals. Because the Library has no written statement of objectives and goals, communication is not as effective as it could be in attempting to build a common sense of purpose among the staff.

The Director of Libraries recognizes that this lack of goals and objectives is a problem. He feels that a mutual understanding of the overview would lead to improved cooperation among units, decisions based on wider needs, and more relevant discussion among supervisors and administrators of new programs, changes in services, and solutions to problems. His feeling is that some gaps, tardiness, and misunderstanding in present communications efforts might be remedied by a greater grasp of the overall needs, goals, and objectives of the Library.

---

[8]The percentages cited in this section are based on responses to interviews and surveys of the Communications Task Force, unless otherwise noted.

Given a sense of the Library's mission and objectives, and of its operations as a whole, supervisors would have a better sense of the need to communicate policy and changes in it to staff. They would also have a clearer sense of what information is necessary to administrators and how they use it. Supervisors are vital links in the communication chain in the organization, connecting staff and administrators.

A common understanding of the Library's goals and objectives, i.e., its direction, could help bring all staff closer together and promote a feeling of understanding and cooperation among individuals and units. Once written Library goals and objectives were established, it would seem to be desirable to set written unit goals and objectives that would be consistent with the larger framework. This would reinforce a spirit of cooperation among staff and Library units. Communication could be used effectively to maintain a feeling of cooperation and a common sense of purpose among all staff.

Cooperative Teamwork in the Library and Its Units

Library administrators and department heads feel there is teamwork throughout the Library. Section heads and other staff are divided almost equally on this issue, but lean slightly toward the opposite viewpoint. Reasons given for existing teamwork are mutual understanding and cooperation. Major reasons cited for lack of substantial teamwork are poor communication (including a lack of understanding of the work of other units) and a feeling of isolation, combined with a lack of interaction. Unit teamwork is felt to be substantial by a majority of staff and supervisors. Reasons for this are small unit size, consensus on unit goals and objectives, good communication, and a willingness to work together and help one another.

Polarization in the Library

Supervisors and staff report the existence of polarization between staff/management, professional/non-professional staff, central/departmental libraries, and public/technical services. They indicate that polarization is more severe between staff/management and professional/non-professional than between central/departmental libraries and public/technical services.

Staff/Management

More than half of the staff and most supervisors feel there is polarization between staff and management. Staff seem to feel that this polarization is more severe than do supervisors, which may be a function of the fact that their definitions of "management" differ. Professional and supervisory staff seem to define "management" as top administration. It was not always clear from their responses whether support staff were referring to administrators and/or unit heads as "management." Major reasons cited for this polarization are lack of communication and interaction, uncertainty of management receptivity to staff comments, lack of sensitivity on the part of administration, time constraints, and lack of administrative/supervisory leadership.

Professional/Non-Professional Staff

Fifty-eight percent of the department heads feel there is some polarization between the professional and non-professional staff. Almost all section heads, and more than half of other respondents feel that polarization is significant. Chief among the reasons they report for this are distinctions made within the University which encourage separatist feelings, the attitude of some professionals towards non-professionals, and

the insecurity which may be felt by some professionals because of the abilities of some non-professionals.

Central/Departmental Libraries

The majority of respondents on all staff levels feel that polarization between central and departmental libraries is not significant. Those who feel there is some problem state that physical separation and lack of communication are the main causes.

Public/Technical Services

Forty-five percent of the professional, non-supervisory staff feel that polarization between public and technical services is significant, but the majority of respondents feel that this is not so. The major reasons given for the polarization are lack of communication, lack of understanding of needs and duties, and personality clashes.

Understanding of Departmental Operations Throughout the Library

Almost two-thirds of the professional, non-supervisory staff and almost one-half of the support staff feel they are aware of the major operations and programs of Library units. Although many indicate they would like to know more about these operations and programs, two-thirds of the department heads report that they make no particular effort to explain them to staff. Ways of acquiring this information are, reportedly, through personal inquiry and observation, Staff Association tours, and information given by supervisors. Lack of communication and lack of encouragement to find out about operations and programs are cited as reasons for negative responses. Some of the suggestions made for increasing this understanding

were distribution of written information on policies and programs (perhaps in newsletter form), departmental tours with explanations of operations, and seminars about departmental operations.

Influence of Staff on Unit Objectives, Goals, Methods, and Activities

Seventy-seven percent of the professional, non-supervisory staff and fifty-seven percent of the support staff feel they have the opportunity to influence the methods and activities of their units. However, only fifty percent of the professional, non-supervisory staff and thirty-five percent of the support staff report having influence over the goals and objectives of their units. Supervisors report that staff have some influence on unit goals and objectives, and most said that staff have definite influence on unit methods and activities. Department heads who supervise both professional and support staff indicated also that professional staff have more influence than support staff. The reasons cited for this are specialized training of the professionals, the nature of the hierarchy, and the fact that support staff may not take advantage of opportunities to influence goals and methods. The means by which staff influence unit goals, objectives, methods, and activities are informal discussions with supervisors, comments during staff meetings, and memos.

Influence of Staff on Library Objectives, Goals, Methods, and Activities

More than half of the department and section heads feel supervisors have some influence over Library goals as they are presently understood. Library administrators indicate that supervisors have a working influence over Library goals and objectives to the degree that they carry out their daily responsibilities and provide comment to administration on operations.

BEST COPY AVAILABLE

Library supervisors are responsible for operations in their areas, and thus have substantial control over operational methods and activities. Supervisors state that the means they use to influence Library goals, objectives, methods, and activities are informal discussions and memos. Some department heads indicate that they use Department Heads' and divisional meetings for this.

Library administrators indicate that staff have influence over Library-wide goals and objectives, methods and activities to the degree that they make their opinions known to supervisors. It is also true, however, that the degree of staff influence may be dependent on the degree to which supervisors convey staff opinion to Library administration. The Task Force has not investigated this matter.

Influence of One Unit Upon Another

Units have influence on other units primarily through use of informal conversations between department heads. If necessary, matters may be referred to the Associate Director for solution or wider discussion. However, in most cases, they are reportedly resolved at the department head level.

Mechanisms for Internal Communication

Meetings

Communication among staff and supervisors in the Library is facilitated, to some extent, by use of periodic staff meetings held within units. Nine departments have staff meetings. Most include all department staff, but heads of two large departments limit attendance to professional staff, or to professional staff and section heads. Heads of three small departments find formal meetings unnecessary and rely primarily on informal means of communicating with staff. Frequency of meetings varies from monthly to quarterly to irregular, and is somewhat dependent on how often Department Heads' meetings are

BEST COPY AVAILABLE

held. Some department heads regard reporting the proceedings of Department Heads' meetings as the primary impetus for holding department meetings. Therefore, the timing of department meetings often depends upon the frequency of Department Heads' meetings. Three of five section heads hold section meetings weekly or monthly.

The purpose of meetings varies. Slightly more than half of the staff members who responded to the Communications survey indicated that unit meetings give staff an opportunity to propose and discuss changes. Over eighty percent indicated that they give staff an opportunity to discuss changes in policy and procedure, and ninety-one percent said one purpose of the meetings is to receive communications from supervisors. Two department heads also use meetings as learning sessions, with a staff member assigned to report on a specific topic.

Many staff members feel a need for more frequent unit meetings, and for other gatherings, such as general meetings for all Library staff, divisional staff meetings (rather than divisional meetings of department heads), meetings of all professional staff, and other meetings of departments and/or staff with common tasks and/or interests. A need for general staff meetings was cited most often in survey responses, with the purpose being seen as primarily informational.

Library Committees

Communication among staff members can also be facilitated by giving them opportunities to participate in the activities of Library working groups. There are, at present, three standing committees in the Library: the Advisory Committee on Conditions of Employment and Staff Development (ACCESD), the Advisory Committee on Program Evaluation and Priorities (PEP),

BEST COPY AVAILABLE

and the Advisory Committee on Collection Development (CCD). CCD is in recess pending completion of the MRAP study. There is uncertainty as to the current status of the other committees. In the past, committee membership was made up of professional staff members, although it has been representative of all areas of the Library--both public and technical services. CCD utilized several sub-committees which were task forces, in effect, and whose membership, while primarily professional, also included support staff. The MRAP study has included support staff on the Study Team and on each of its nine task forces. Both the Director and Associate Director express a willingness to have all levels of staff more widely represented in working groups in the future.

Functions of the standing committees have not been well publicized. Minutes of two of the standing committees were prepared, but distribution was limited to committee members. To date, committee activities have not been mentioned in the Library's annual report.

Written Communications

There was almost unanimous agreement by the supervisors and administrators surveyed that written communications are not used extensively in the Library, or in its units. This is a particular problem with policy and procedural changes. It would be desirable to have more of these in writing. The MRAP Task Force on Policy has commented in this regard as follows: "No particular mechanism for communicating policies exists, although the Director of Libraries does issue occasional memos entitled 'Policy and Procedure Memo.'"[9]

Internal Publications

There is, at present, no regular publication issued by the Library administration designed to keep staff informed of current events and operations

[9]See the report of the Task Force on Policy.

BEST COPY AVAILABLE

in the Library, although two issues of a newsletter were published in 1973. Because there is no regular publication, Staff Notes, issued by the Staff Association, tends to fill the gap.

Summary

Although teamwork reportedly exists within the Library, and particularly within units, polarization is also said to exist to a significant degree between staff and management, and between professional and non-professional staff. Reasons given for this include lack of communication. Many staff members would like to know more about the programs and operations of units of the Library, but these are not widely publicized. Proceedings of department heads' meetings and results of the work of standing committees have not been made widely known to staff, nor is there an official publication issued by the Library administration aimed at the staff as a whole. This limits the ability of staff to see clearly the whole picture of Library operations, and thus limits their ability to feel a part of the enterprise. Supervisors report that staff have the opportunity to influence unit goals and methods. Some staff feel their opportunity to do this is limited. This barrier, plus the lack of written Library and unit goals and objectives, also inhibits the growth of a common sense of purpose among the staff.

BEST COPY AVAILABLE

CHAPTER XIII

MEETING/COMMITTEE STRUCTURE AND COMMUNICATION

The growth in size of staff, collections, and services which has marked the Library in the past several years has been accompanied by changes in policies and procedures to meet the demands necessarily imposed by such growth. These changes in policies and procedures have been accompanied by alterations in the Library's internal operations, especially concerning managerial style, which appear to lead to a breakdown of the present hierarchical form of organization.[1] Other Task Force reports have discussed many aspects of these changes and their effects on the Library; this report will encompass two broad areas central to any change in the Library: the communications process and the meeting and committee structure. The communications process, essential under any circumstances, is particularly important when major changes are being contemplated and put into effect. The meeting and committee structure, as seen by this Task Force, is the means by which change can be planned and provided for on a Library-wide basis, including a wide range of staff training, experience, and ideas. As necessary aspects of the meeting and committee structure, the policy and decision-making processes were also investigated.

In order to appreciate the essential relationships among these areas of concern, it is necessary to review closely the Library's present organization pattern in contrast with the above-mentioned changes; the Library staff's perception of the pattern of organization, their own roles and responsibilities regarding it, and their views concerning formation of policies in the Library; the lack of clear guidelines for the implementation of a new pattern of organization which is "likely to be less rigid and bureaucratic and more professional and collegial . . . more similar to that utilized in academic departments";[2] and the need for a communications process which operates effectively in three directions: downward, upward, and laterally.

In investigating these areas, the Task Force on Meeting/Committee Structure and Communication undertook a review of the reports of other Task Forces (particularly those on Library Policies, the Library Organization, Supervision and Leadership, and the Collection and Use of Information) to identify those areas pertaining to the communications process and the committee and meeting structure. In this regard, the Task Force met with the Task Force on Library Policies to discuss its report. In attempting to clarify the Library's existing communications process, the Administrative Assistant for Public Services was interviewed in regard to his role in intra- and extra-Library communications. A questionnaire to determine present methods of communication and their effectiveness was completed by the Library administration and the Department Heads/Supervisors. Another questionnaire to ascertain staff awareness of the role and function of existing meetings and committees was distributed to all Library staff. The Associate University

---

1 See the discussion by Norman D. Stevens on "Library Administration and Organization", Handbook for Wilbur Cross Library Staff (1973), pp. 2-5. For organization chart, see appendix 7.

2 Ibid., p. 3.

BEST COPY AVAILABLE

librarian and the Administrative Assistants for Public Services and Technical Services were also interviewed to determine the purpose and effect of meetings and committees in policy formation and decision-making. A description of present meetings and committees and their membership is appended to this report.

"Meetings" seem to be convened on a more or less regular basis to convey information, discuss implementation of new policies, or solve problems. There are two types of meetings: departmental and cross-departmental. "Committees" apparently are formed to treat specific issues or special topics, either by solving the problem themselves or by compiling a report for others to act on. The distinctions between meetings and committees are not clear, nor are the reasons for their existence clear to staff on any level. Because of this lack of clarity, the term meetings/committees will be used throughout this report.

Although both the Library administration and the members of meetings/committees express a desire for more widespread involvement in planning and policy formation by the members of meetings/committees, little or no effort has been made to produce this result. Instead, staff on all levels expect leadership on matters affecting the Library as a whole only from the top administration, and for matters affecting individual departments/units, only from Department Heads/Supervisors.[3] A reduction of the present hierarchical organization through wider participation in decision-making and policy-formation was attempted a few years ago through an invitation to interested staff to participate in meetings/committees as their "abilities, interests, and time"[4] permitted. Although a number of staff members did take part in meetings/committees for a time, interest waned and enthusiasm died as the result of the Library administration's failure to respond to extensive reports prepared by several of these groups.[5] While apparently still endorsing the idea of widespread involvement in meetings/committees, the administration appears not to have resolved for itself the role of meetings/committees in formation of policy on a Library-wide basis. Confusion has resulted because members of meetings/committees are not sure of the extent of their decision-making power, and Department Heads/Supervisors are not certain that they still hold their positions in the hierarchical structure. Few meetings/committees operate independently of the top administration; indeed, a member of the administration is usually present at each meeting/committee. This presence does not necessarily indicate a lack of leadership ability of the staff, but rather bestows some form of official endorsement for meetings/committees. Members of meetings/committees feel that their actions must be sanctioned or approved by the top administration, sometimes because the top administration controls budget and personnel, but also because the members do not feel independent enough to act on their own, from the Administrative Assistants downward through the Department Heads/Supervisors to the general staff.

This pattern or indecision is set by the top administration. In an attempt to encourage decision at the "lowest level possible,"[6] the top administration may choose not to act on a departmental or inter-departmental problem in the expectation

---

3 Leadership within the Library is discussed in the Task Force report on "Supervision and Leadership", chap. IX.

4 Norman D. Stevens, Memo to Library Staff on "Working Groups 1970/1971" (July 13, 1970).

5 Examples of these reports are the Serials Report and the report on Personnel Administration in the Library.

6 The Policies Task Force treats this unwritten policy in their report, "Library

BEST COPY AVAILABLE

that the problem will be solved on the appropriate level; because this approach is not made clear to all involved, the problem is left unattended until it arises the next time, and it may recur several times without any solution. The pattern of indecision is established. The pattern manifests itself in the failure of many staff members to accept their responsibility as members of the Library staff to be informed of and concerned with Library matters, especially through the meeting/committee structure. Due partially to the uncertainty of the value placed by the administration, by means of promotion, increments, and recognition, on service to the Library through meetings/committees, many staff members do not actively pursue any interest in the Library beyond their assigned duties. The staff has often not answered invitations by the administration to participate in meetings/committees; those general staff meetings which are held generate almost no discussion or interest among the staff. The Library Staff Association has suspended operation because of a lack of staff interest. While some meetings/committees have membership fixed by position or appointment, those which are open to any interested staff member usually include a very small group of active staff.

An agenda is drawn up for most meetings/committees, although it is not always distributed sufficiently in advance nor adhered to. Minutes of some meetings/committees are circulated to the staff and are discussed in some departments/units. Memos and news in the Innocent Bystander also report the work of meetings/committees, although not always regularly or adequately. The results are too often conveyed to the staff on an informal basis, especially by word-of-mouth. There is no accurate way to determine information on membership and operation of meetings/committees because there is no central record.

The process of communication has been treated extensively in the previous Task Force reports which identify information needs in several areas: Library goals and objectives; Library operating policies and procedures; current activities of the Library, departments/units, and staff members; and a better perspective of the image projected by the Library in the academic cultural, and professional environment in which the Library operates. A summary of those reports indicates that better communication is essential for the Library in terms of the following: understanding of the chain of command, the decision-making process, and goals and objectives; data on user needs and user recommendations; uniformity in written annual reports and in personnel data; relations with the deans and directors of schools or branches having their own libraries; and coordination with other information units on campus (e.g. NERAC and Social Science Data Center).

The responsibility for communications within the Library is shared by the Library administration and Department Heads/Supervisors. The most important informational tool is the Innocent Bystander, the weekly staff newsletter produced by the Administrative Assistant for Public Services. This newsletter often provides the only announcement of changes in policies and procedures and the only description of the organization and work of meetings/committees. The Library Office originates memos containing general administrative information of interest to the entire staff and distributes official University statements. The monthly Department Heads/Supervisors meeting serves principally as an exchange of Library information. This information is then disseminated to the staff through the minutes of the meeting and, in some departments/units, by a discussion of the minutes. The Department Heads/Supervisors feel the responsibility to transmit staff opinions to the administration and to inform the rest of the Library of changes in personnel, procedure, and policies within their individual departments/units.

BEST COPY AVAILABLE

The lateral flow of information presents an interesting discrepancy since most departments/units claim to notify others of departmental changes, yet many staff members complain that they learn of changes haphazardly and accidently. One reason for the discrepancy and the widespread dissatisfaction with the communication process may be the lack of guidelines concerning what kind of information should be distributed and to whom. Another reason may be that the meeting/committee structure because it remains largely undefined, cannot serve adequately as a communication tool.

A report on the communications process of the Library should also include a description of the image the Library presents to users, as well as an assessment of the Library's means of communicating with users, the University community, and the Library profession. The Task Force decided not to undertake a survey of user opinion in this regard because of time and calendar restrictions.

Communications outside the Library are in the province of both the Library administration and the individual departments/units. Most formal means, such as the Faculty and Staff Newsletter, user handbooks, brochures and posters for general and special events, and items in the campus and local newspapers, are handled by the Administrative Assistant for Public Services. This concern with communication, however, is not a defined nor official aspect of his job; instead, it has evolved because of his personal interest in the field. He also initiated and continues to service the "bitch tickets" which function as the only tangible Library device for user feedback. The administration maintains relations with the Library Advisory Committee through the University Librarian, who also represents the Library in the University Senate, the Provost's Council, etc. Communications with other divisions of the University are carried out by the administration, especially by the Associate University Librarian and the Administrative Assistant for General Services.

Individual departments/units have developed a variety of mechanisms for external communication which pertain especially to their particular departmental functions: orientation tours, seminars, new book shelf, book marks, standing order lists, etc., but the amount and variety of contact with users tends to vary with the department/unit involved. Departments/units with any public contact do encourage personal communication with Library users.

CONCLUSION

Because of their very nature, the meeting/committee structure and the communication process are inextricably intertwined. The meeting/committee structure depends on open channels of communication for its very existence. An effective communications process promotes staff awareness and understanding of their own roles and responsibilities in relation to the Library's goals and objectives. Such understanding should lead to higher productivity, better teamwork, and a sense of individual and collective identity, which encourages a desire on the part of the staff to exercise a voice in the direction of the Library. Staff participation can be effectively achieved through the meeting/committee structure.

Perhaps a large part of the failure to employ meetings/committees effectively as agents for planning and policy formation rests in the nature of the present

state of "crisis management"[7] and the consequent lack of clear guidelines for any new organizational pattern. This forces an adherence to, or desire for, the old hierarchical system and results in confusion of staff on all levels as to their roles within the organization of the Library. The widespread involvement of staff in the Task Forces formed as part of MRAP underscores the effective employment of a structured system of meetings and committees.

RECOMMENDATIONS:

The Task Force recommends that:

I. The top administration present to the entire staff a clear exposition of its managerial philosophy and its perception of the present organizational structure and the changes to be effected in that structure.

II. The top administration establish guidelines for the implementation of changes in the present organizational structure and for the introduction of any new pattern of organization.

III. The administration periodically review for itself and for the entire staff the policy formation and decision-making processes in the Library, including the role and responsibilities of the Administrative Assistants in this regard.

IV. The roles and responsibilities of the Administrative Assistants be examined, clearly defined, and put into effect.

V. The administration clarify for itself and for the entire staff the role and function of meetings and committees in the present organizational structure and the future pattern of organization.

VI. The administration determine for itself and for the entire staff the value placed on service to the Library through participation in the meeting and committee structure.

VII. An appropriate forum be established for the planning of Library goals and formation of Library policy.

VIII. Clear guidelines be delineated for the communications process both within the Library and outside the Library with assignment of that process to a specific position such as the Administrative Assistant for Public Services.

IX. A central clearinghouse be established for all information issued by the Library.

X. The membership and record of operation of all meetings and committees be maintained in a central location accessible to all staff.

---

[7] Ibid., p. V-3

XI. A survey of the users' image of the Library be obtained on a regular basis and the results of that survey be incorporated into the daily operation of the Library.

Meeting/Committee Structure and Communication Task Force

January 1974

Richard Akeroyd

Doris Brown, Chairperson

Tove Rosado

Judy Saverine

Mary Thatcher

TASK FORCE ON COMMUNICATIONS

Nonie Anderhalt
Claire Q. Bellanti
Jean Boyer
James Davis
Amira Greene
Dan Luckenbill
Daniel Richards
Marie Saito
Catherine Whitman
Janet Ziegler

TASK FORCE ON COMMUNICATIONS

SUMMARY OF RECOMMENDATIONS

I. AWARENESS OF COMMUNICATION SKILLS AND TECHNIQUES/ACCOUNTABILITY FOR THE USE OF EFFECTIVE COMMUNICATION SKILLS AND TECHNIQUES

A. Awareness of Communication Skills and Techniques

General recommendation: The Library shall commit itself to the development of effective communication skills among all staff, and shall promote awareness of the reasons for communication, and knowledge of the appropriate use of available mechanisms.

General implementation: The Library shall accept responsibility for the development of a comprehensive program designed to promote communication skills and general awareness of communication. This awareness is necessary for staff to be held accountable for effective communication.

Outline of specific implementation:

1. Introduction to management concerns/introduction to communication management: printed in Staff Handbook.

2. Statement of communication techniques and principles: to be distributed to all staff.

3. Continuing education, to give education in communication to as many members of the staff as possible through workshops, lectures, self-education, and reference.

B. Accountability for the Use of Effective Communication Skills and Techniques

Accountability: Evaluation Processes

General recommendation: Like any other management function, management of communication within the Library at all levels must be evaluated on a consistent, continuing basis. Individuals must be evaluated on their use of effective communication practices. Such evaluations will ensure that the morale aspects of communication are considered and that the needs identified by the Library staff are being met.

General implementation: The Library shall design and use a definite evaluation form which will mention specifically communication techniques; and staff must continually be advised and counseled on their day-to-day use of appropriate communication techniques.

Outline of specific implementation:

1. Education in the techniques of formal (written, interviews) evaluation processes.

2. Design and use of formats for evaluations, specifically in the evaluation of communication.

3. Process of evaluation; corrective action if necessary.

C. Accountability: Orientation (Initial and Continuing)

General recommendation: The Library shall provide a more consistent orientation system-wide, in order to present every staff member with a clear picture of each person's unique place in the organizational structure, and to generate and encourage a knowledge of and interests in system goals from the beginning of a staff member's employment at UCLA.

General implementation: The Library shall develop a program to provide immediate orientation to Library goals and shall provide immediate introduction and personal contact with Administrators and staff.

Outline of specific implementation:

1. Each new staff member shall be introduced to the Library Administration at regularly scheduled coffee hours.

2. Each new staff member should have an opportunity to attend Advisory Council.

3. Support and expand certain Task Force on Personnel and Staff Development recommendations pertaining to orientation.

D. Accountability: Visibility of Management

General recommendation: The Library shall encourage greater visibility of its Unit Heads and Administrators to provide all staff with a greater sense of working together toward the Library's common goal.

General implementation: The Library shall develop a series of scheduled meetings, formal and informal, and at all levels, to provide for the personal exchange of goal information, goals achieved and goals for the future, and for specific task-oriented information.

Outline of specific implementation:

1. There shall be twice yearly information visits to units by members of the Library Administrative Group. A State of

the Library talk shall be given by the University Librarian and participated in by the AULs during the month of January.

2. There shall be frequent and regularly scheduled staff meetings within units.

E. Accountability: Written Management Reports

General recommendation: The Library shall require written reports from its middle management and Administration in order to provide for accountability to the staff and provide a sense of the staff working toward one common goal.

General implementation: Written reports from Unit Heads and members of the Library Administrative Group shall be distributed as widely as possible throughout the Library system.

Outline of specific implementation:

1. Unit Heads shall prepare reports for the Newsletter.

2. The University Librarian and the AULs shall present quarterly written reports to the entire Library staff through the Newsletter.

II. DISSEMINATION OF INFORMATION

A. Standardization of Distribution

General recommendation: Changes in distribution processes shall be undertaken immediately to speed delivery of information, eliminate repetious, time-consuming tasks, and equalize the time element in delivery schedules.

General implementation: The flow of downward information shall be organized, consolidated and streamlined at its beginning point, together with reorganization and changes in delivery processes.

Outline of specific implementation:

1. Coordinate distribution of information through the Administrative Services Officer in the Library Administrative Office.

2. Develop a format to insure consistency of form, content, and distribution for written communications.

3. Institute a standard format for all decision notification memoranda.

4. Produce preaddressed labels to speed physical distribution.

5. Distribute certain kinds of information on color-coded paper to facilitate identification and circulation.

6. Expand truck delivery service.

7. Improve methods of distribution of job postings.

8. Develop and apply throughout the system a mechanism for deciding what is confidential.

B. Distribution Within Units

General recommendation: The Library shall eliminate inconsistency and delay in dissemination of information within units.

General implementation: Units shall establish uniform mechanisms to insure rapid and consistent distribution of downward information.

Outline of specific implementation:

1. Material intended for units shall be addressed to the unit rather than Unit Head.

2. Staff members in units of more than ten people shall select material they wish to have routed to them.

3. Eliminate the concept of "section distribution"; each unit shall be provided with one copy of material for every ten members of its staff.

4. Each unit shall provide a bulletin board in a location readily accessible to all staff.

5. Each unit shall provide a Unit Reference Point in a location readily accessible to all staff.

C. Newsletter

General recommendation: Since the Newsletter is distributed to and read by all staff, it shall be considered the primary mechanism for communication within the Library system.

General implementation: The Library shall expand its Newsletter in scope, frequency, and function, and shall fund a full-time editor.

Outline of specific implementation:

1. Establish an Ad-hoc Advisory Committee to draft, develop and publish policy guidelines for the Newsletter.

2. Expand the scope and frequency of the Newsletter according to the guidelines.

3. Establish a full-time staff position of Editor/Information Coordinator.

4. Provide advice and support for the editor, and monitor effectiveness of the Newsletter through a Standing Advisory Committee.

D. Staff Reference Points

General recommendation: Improved Staff Reference Points shall be an effective means of making material available to interested staff by providing expanded services, regular announcements and explanations of services, and better administration of services.

General implementation: The basis for improving Staff Reference Points shall consist of updating and revising Administrative Memorandum No. A-5 to include the expansion of present services and the creation of mechanisms for efficient and consistent management of Staff Reference Points.

Outline of specific implementation:

1. Redefine contents of Staff Reference Point collections.

2. Establish a control file for maintenance of the Staff Reference Point collections.

3. Expand publicity for Staff Reference Point collections.

4. Improve the availability of material in Staff Reference Point collections.

5. Monitor the effectiveness of Staff Reference Points.

III. COMMUNICATION WITH USERS OF THE LIBRARY

General recommendation: The Library shall develop effective mechanisms for the exhange of information with its public.

General implementation: The Library shall develop a program for assessing the needs of its users and establish service priorities for those users.

Outline of specific implementation:

A. Study the Library's community of users for its composition and needs. Develop service priorities and polling mechanisms for that user community.

B. Bring together and standardize existing public service policies, and develop guidelines for public service policy decisions.

C. Develop mechanisms for improving the quality and effectiveness of the information the library provides the public regarding Library service and policies.

JOINT UNIVERSITY LIBRARIES

INTER-OFFICE CORRESPONDENCE

To: Frank P. Grisham, Director

Date: 16 December 1977

From: EXCHANGE Task Force

Subject: Recommendations on EXCHANGE

The EXCHANGE Task Force recommends that in its physical particulars, schedule, and source EXCHANGE remain substantially the same:

1. That the publication be issued every other Friday from the Director's Office;

2. That it retain the 8½ x 11" paper, and single column format on the first page calendar, but that some experimentation in bold headings, boxes, and double column format be made on succeeding pages for graphic interest.

3. That it be regarded as an internal medium of information for the staff of JUL, as stated in Issue # 1, and that a statement of this intent appear regularly on Page 1.

4. That distribution continue as at present to the JUL Departments, the Administrative Council, the Board of Library Trustees, the Advisory Committee, and the Joint Faculty Library Committee.

The Task Force recommends the following changes:

1. That an editor be appointed to ensure consistency of style and content (along the lines of the Vanderbilt Calendar) in order to avoid repetition but attempt systematic inclusion of all relevant information.

2. That the editor be supported by contact persons in designated areas of the system to supply information in writing no later than noon on Wednesday, the week of publication.

3. That the content be characterized as news rather than commentary.

4. That definite sections or divisions be used for:

   Calendar
   Committee and Task Force Reports
   Division News
   Library Faculty News
   Notes on Research and Publication
   Personnel Changes

Resource Listings
Staff Activities
Staff Association News
Staff Recognition
Statements of Policy, Announcements from the Director
Suggestions/Inquiries and Answers
Travel Notes

4a. That persons who travel on JUL business submit with their travel authorizations a brief statement of the intent, benefit, and highlights of the trip for inclusion in EXCHANGE.

4b. That quotations from other publications may be used, but should be brief and pertinent to JUL.

4c. That a Suggestions/Inquiries column be initiated to encourage individual interest, improve communication, and perhaps result in improved service.

5. That a standard style manual be used to achieve consistency in reference to such stylistic matters as numerals, punctuation, forms of address, nomenclature, and the like.

6. That EXCHANGE be scrupulously proofread.

Further, we recommend that the individuals listed below be considered for Editor of EXCHANGE:

Larry Rush
Linde Huddleston
Marcella Fuller
Mary Clemons
Debbie Payne
Jack Robertson

EXCHANGE Task Force:

Judy Bivins
Carolyn Carpenter
Dale Manning
Marice Wolfe, Chairman

Keith Cottam, Consultant

REPORT OF THE COMMUNICATIONS TASK FORCE, April 1977

The Communications Task Force was given the topic of communications in the Temple University Central Library System. Since no further direction was given and since it was evident that the Task Force could only accomplish a small part of the work required to study communications in the system, it was decided that the scope of the study should be limited to administrative communications intended for all or part of the staff. The Task Force reviewed the most generally-heard complaints about deficiencies in communications. However, it felt that it must gather factual information rather than proceed by the method of gathering opinion. The Interim Report to the Acting Director, dated February 4, 1977, and attached as appendix I, reported the purpose of the Task Force as follows: "As a base for any future work on communications in the Central Library System, the Task Force decided to begin by identifying and listing existing administrative communications intended for the entire staff or a part of the staff. This base was agreed upon in an attempt to limit the scope of the assignment to a manageable degree. The communications identified may originate within the Library or come from other University offices. They will usually be written communications, but formal meetings of groups will also be included. The Task Force will evaluate the information it gathers, hoping to show the flow of communications and any breakdowns that may occur. As a result of the evaluation, recommendations for change may be made." During a one month period a survey was conducted to estimate how adequately existing communications are disseminated.

The list of communications identified is attached as appendix II, revealing a variety of types. The amount of communication, if one tried to take full advantage of it all, may be too much for efficient use, and yet there are evident inadequacies and gaps. For example, TSD puts out the Monthly Summary, but it is too technical to be really informative. Special Collections puts out the Special Collections Newsletter and the Urban Archives Notes. These are useful in keeping the staff up to date with Special Collections activities, but distribution is such that a large part of the staff may not have access to them. Other areas of the library do not produce any periodic informational literature for library-wide distribution.

The survey conducted by the Task Force was designed to take as little time as possible. Sixteen staff members in addition to the four members of the Task Force, were asked to list administrative communications received during February. The list of staff members asked, the form supplied for recording information, and the letter asking cooperation of the staff are attached as appendix III. The response to our request was gratifying: seventeen usable responses from a possible twenty. Staffing situations occasionally required staff other than those specified to take part in the survey. This resulted in a sample less representative than originally planned. The resulting lists were incomplete, and a statistical analysis was not feasible. Despite deficiencies in the data, lacks in communications are apparent. The Task Force, discovering the survey confirmed generally-held opinions about breakdowns in communications, has isolated certain major issues that merit attention.

I. Communications between the University Administration, particularly University Personnel, and the Library.

The most severe breakdown in communications in its effect upon staff morale

is between the University administration and the Library. A continuing and major source of irritation to all staff members is the late notification concerning holidays not specified in union contracts and the scheduling of holidays specified in union contracts when these holidays fall during a weekend. When the information does arrive, it has been preceded by several days of rumor and counter-rumor because other University offices have received this information before the Library. Supervisors are affected by these delays in having to draw up staff schedules later than is efficient or considerate to the staff, and by having to deal with the highly unsettling effects of these rumors. Unfortunately, and however unfairly, most of the ill will generated by this recurrent situation is directed at the Library administration. The Task Force recommends that the Library bring the strongest possible pressure to bear upon the University administration to issue its schedule of staff holidays for the entire year at the beginning of each year. The Task Force also recommends that the Library administration use this information and information about the academic schedule for the year to determine library hours for semester breaks and summer sessions at the beginning of each year. As a way of increasing efficiency through minimizing avoidable inconvenience to the staff, it is further recommended that until information about staff holidays is available ahead of time, the Library administration at least determine hours at the beginning of each year for semester breaks and summer sessions that are unaffected by staff holidays.

There are other serious matters concerning the timing of communications between University Personnel and the Library. Job opportunities are frequently posted late at Paley, and reach the Ambler and Tyler campuses very late, if at all. Schedules and notifications of orientation for new staff members require improvement. Information on benefits and procedures should be made available on a timely basis. The Task Force recommends that the Library administration continue to work with University Personnel to effect an improvement.

II. Communications between Paley and the Branch Libraries.

Information posted on the staff noticeboards and documents held on reserve in the Director's Office or at the Reference Desk are not generally available at the Branch Libraries. The Task Force recommends that copies of such information and documents be made and mailed to these locations.

Schedules of library hours and like information should be exchanged among the libraries of the CLS.

Mail takes longer to reach the Branch Libraries than Paley Departments. The Task Force recommends that this be taken into account in planning any mailing, especially any involving deadlines for action by the recipient.

III. Communications among Divisions and Departments.

Gaps and inadequacies in general communications among divisions and departments were noted in an earlier paragraph. The Task Force has several specific recommendations to make to improve the situation. Ideally, each administrative unit should publish a periodic newsletter intended for the staff at large, or a newsletter for the entire Library should be coordinated in and issued from the Director's Office. Since staff time may not be available alternative recommendations follow:

A. Copies of Urban Archives Notes, Special Collections Newsletter and TSD Monthly Summary should be made more generally available by means of a copy sent to each Department for circulation to its staff.

B. Minutes of the PSD and TSD Department Heads' meetings and Reference Notes should be distributed by means of a copy sent to each department for circulation to its staff.

C. The Bibliography Department and the Branch Libraries should make generally available copies of any periodic publications they produce, and, if no other publications exist, these units should send a copy of their annual report to each department for general distribution at a suitable time after its submission to the Director.

Communications among divisions and departments also require more attention when specific matters are involved. For example, schedules of library hours, relocation of files, reorganization of responsibilities, and delays in meeting normal work schedules may affect many, if not all, library departments and staff. The Task Force recommends that increased attention be paid to informing others about such matters.

IV. Communications within Departments.

Although it is difficult to pinpoint issues that apply to all departments, a problem appears to be the difference in amount and type of communications received by the staff of various departments. This may reflect either diverse approaches to communication or methods of distribution by department heads. In large departments some of the items may be seen quite late. The results of the survey show no evidence of departmental meetings being held.

The Task Force recommends that the Library administration develop a policy for department heads to follow in routing administrative communications so that more uniformity in what is circulated may occur.

The Task Force also recommends that each department constantly review the methods it uses for communication to determine those best suited to its needs. In departments where lengthy items are not widely read, departmental meetings might provide a means of getting across the most essential information.

V. Mail Service.

There are complaints that mail delivery is slower to some parts of the Library system than to others, resulting in much use of handcarrying as a method of delivery within the Library. The survey indicated that the difference in delivery time within Paley is not great. However, a variation of a day or two can result from departmental schedules for handling mail or from the temporary absence of the addressee. Although internal and University mail has improved its services within the past year or two, the Task Force recommends that a study be made of the actual time it takes for mail to reach various parts of the CLS so that staff can plan their communications on a realistic basis. If a late mailing to Branch Libraries is unavoidable, it is urged that the mailing be supplemented by phone calls.

VI. Noticeboards and Reserved Copies.

The least effective means of distribution of information are posting on library or departmental noticeboards and reserving in the Director's Office or at the Reference Desk. The location of the library noticeboards in the staff room is not convenient since many staff members do not use the staff room. However, the Task Force finds no alternative location to recommend. The Task Force recommends encouraging more use of the noticeboards by means of better maintenance, including the omission of items made available through another channel, and the prompt weeding of items no longer pertinent. The Task Force also recommends that, whenever feasible, items be sent to each Department rather than held at the Reference Desk or in the Director's Office.

In its report the Task Force has made many recommendations concerning the responsibility of the Library administration and department heads. The Task Force also recognizes the responsibility of the staff to keep themselves informed through existing channels of communication. As perceptions about administrative communications differ greatly, there is a need to have an ongoing process for outlining the types and methods of communication. This should be done initially through orientation and annually through an administrative newsletter.

ITERNAL COMMUNICATIONS

A persistent theme in the management study hitherto has been problems of Communi-ation.

A few examples are:

(a) An advantage of adopting performance goals would be a clearer understanding of roles, duties and relationships;

(b) An aspect of the mission statement is "to provide an environment in which to develop and maintain a capable staff." A well-informed staff would seem to be an important ingredient.

(c) The Task Force on Budgeting recommended not only that "the Libraries /AVC must establish better communications with other University departments..." but also that "supervisors should have more input into the budgeting process."

(d) The Task Force on Management Information identified five areas concerning which there was inadequate information and made several recommendations for improvement.

(e) The Study Team has already commented that all supervisors should be involved in a formal planning process.

(f) The Task Force on Policies reported a consensus "that the communication of policies, both written and unwritten was a problem ... People become aware of unwritten policies in other areas that might affect their own operations by chance, by running into a problem, by complaints from patrons, etc."

(g) The Likert Profile administered by the Task Force on Organization revealed that the Libraries/AVC staff would like to see greater awareness of problems, more obtaining and using of subordinate's ideas and opinions, and more involvement in decision making and goal-setting.

(h) The Task Force on Leadership and Supervision found "...clogged, intermittent and faulty lines of communication which prevent fast dispersal of information. In addition there is a general lack of any formal method of checking the effectiveness of the communications channels."

(i) The Task Force on Staff Development noted "that many of the morale problems in the Libraries/AVC seem to stem from inadequate communication, and that this is especially true of the Clerical and Service staff."

(j) The report of the Task Force on Personnel revealed extensive misconceptions about policies and procedures.

In brief, a major finding of the study is that there are serious communication oblems. Since communication is difficult to study in the abstract and the Study m recommends that greater emphasis be placed on communications in dealing with all fects of management and service.

The adoption of three principles of communication is recommended:

i. the channels of communication need to match the organizational structure. If the latter changes through expansion or a move to a more participative style, then adjustments may need to be made to the means of internal communications.

ii. "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it" (Dr. Johnson). In other words we may not need to communicate everything to everyone, but we do need to ensure that staff can promptly find out what they need to know.

iii. Communication, like other management activities, consumes resources, - notably staff time. It should be a challenge, therefore, to devise cost-effective means of communication and this implies reviewing the effectiveness as well as the cost of communication.

iv. A variety of channels of communication is likely to give more reliable and less distorted information than dependence on one channel.

RECOMMENDATIONS

The Study Team draws attention to communication problems as a recurrent theme throughout this study. The following specific recommendations are made.

58. A major finding of the study is that there are serious communication problems. The Study Team recommends that greater emphasis be placed on communications in dealing with all aspects of management and service. Greater attention should be paid to the need for multiple channels of communication and to the need to check occasionally on the effectiveness of these channels, especially with regard to unconventional services.

59. All staff should recognize their role in representing and interpreting the Libraries/AVC and should act accordingly.

60. Existing formal mechanisms for public relations should be improved and expended.

61. A program to increase the knowledge of all functions and departments of the Libraries/AVC among all staff should be designed and implemented.

62. The Business Procedures Manual and copies of other handbooks and manuals useful to employees should be placed where employees have easy access to them, in addition to the Personnel Office and the Administrative Offices.

63. A Libraries/AVC directory should be produced which includes staff members by name with his/her position, department and phone number.

17. In order to ensure coordination of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

18. A liaison between the Libraries/AVC and the various research centers of the University, such as LARS, TPRC, Thermal Science and Propulsion Center, etc., would benefit the information needs of many potential users.

8. The staff at all levels should be involved in committee work.

25. Committee work should receive more publicity in order to acquaint staff with activities, recommendations and decisions.

More generally, the communications aspect should be borne in mind in considering the whole report. It is reflected in the general recommendation (1) seeking a more formal, better informed and more participative style of management. It is also reflected in the development of the Mission statement and the advocating of the use of performance goals. Numerous specific recommendations made in other chapters are relevant, expecially Chapters V: Management Information, VII: Organization, and X: Personnel.

INTERNAL COMMUNICATION

University of Massachusetts

General

The Systems Department should inform the Library staff of new or changed automation programs. (Management Information Systems)

The Systems Department should develop a mechanism for prompt feedback on requests for program changes. (Management Information Systems)

The Public Services Division should develop a mechanism for prompt feedback on amintenance requests. (Management Information Systems)

The Staff Development Committee should establish open lines of communication with the staff. (Staff Development)

The Library staff should accept their responsibility to be informed of and concerned with Library matters, by reading the Library Information Bulletin, attending meetings, and working on committees. (General Management)

Department and unit heads should consider setting up office hours so they are regularly available to staff. (General Management)

There should be a better flow of information between departments. (Leadership and Supervision)

A staff reading room should be set up. (General Mangement)

Staff and staff meetings

When decisions which depart from stated policy are taken, special effort should be made to explain the reasons to concerned staff before formal announcements are made. (Personnel)

The Director should consider holding full staff meetings once a month in lieu of the weekly department meeting. (General Management)

Department and unit heads should orient staff to new policies, and distribute copies if applicable to their work. (Policy)

Administrative staff should be responsible for reporting information to their units. (Management Information Systems)

Regular departmental meetings should be held, to serve as a forum for exchange of information, and for questions, as well as for passing on news. Members of other departments might occasionally be invited for information and discussion. (Leadership and Supervision)

Publications

The Library Information Bulletin should have a revitalized system of reporters, expecially from among the classified staff. (General Management, Mangement Information Systems)

New and revised policies should be announced in the Library Information Bulletin with references to where they are available. (Policy)

Staff development opportunities should be listed together in the Library Information Bulletin. (Staff Development)

The Staff Development Officer should publish a quarterly report in the Library Information Bulletin. (Staff Development)

Complete sets of all printed materials giving information on personnel policies and procedures applicable to each of the three main groups of staff, together with a list or index to these materials, should be made available in at least four locations within the Library--the Library Office, the offices of the two major Divisions and a location readily accessible to all staff members. (Personnel)

The purpose and scope of the Library Newsletter should be clearly defined. A timetable and categories of information to be published at key times during the year should be established. The Director's annual report should continue to be published in the Library Newsletter. (General Management)

The budget officer should publish a monthly report, and inform the staff of the availability of budget information. (Budget, Management Information Systems)

Each unit should publish a list of persons responsible for certain activities; this list should be updated periodically. (Management Information Systems)

A master calendar of Library events and a master list of documents and reports available should be compiled in the Library Office. These should be updated regularly. (Management Information Systems)

Official policy notebooks should be maintained in the Library and divisional offices with only policies in them and nothing else. (Policy)

The preparation and distribution of departmental monthly reports should be extended. (Management Information Systems) These reports should be routed or posted within the departments. (General Management)

The Director should publish a monthly summary report. (Management Information Systems)

The Director should continue the policy of requiring annual reports from committees. (General Management)

The minutes of the Administrative Staff meetings should be more complete, and should be routed or posted in each unit. (General Management)

The minutes of Executive Committee, Administrative Staff and divisional meetings should be made available to the administrative staff. (Management Information Systems)

DUKE UNIVERSITY

Report of the

TASK FORCE ON COMMUNICATION

October 31, 1977

Submitted to:

Long-Range Planning Committee
Duke University Libraries

Kathleen E. Hoye, Chairperson
Barbara Branson
Harriet V. Leonard
Pauline Nease
David Wells

INTRODUCTION

Richard Emery in his book, Staff Communication in Libraries, states that "a library as a whole exists only to the extent that its parts are brought together in a network of internal relationships." (Emery 1975:18) How well these relationships function determines to a large extent how smoothly the organization functions. To go one step further, the extent to which each person knows what s/he is to do and where s/he fits into the organization will play an important part in the success of the organization, in our case the library.

In assessing the communication situation in the Duke Libraries, the Communication Task Force tried to identify what staff members had indicated to be the Library's biggest communication problems. This was done first by reading staff responses to the Long-Range Planning Committee's staff questionnaire, responses to several questions concerning communication in the Task Force for Informational and Instructional Service's questionnaire, individual and departmental reports done for the University's self-study in 1975, and notes taken in a session on communication problems in the supervisor's training meetings.(Fall 1976-Spring 1977) Some of the specific complaints were: lack of priorities and goals, don't know job expectations from above; late minutes, stale news; decision making without promulgating information; lack of clear lines of responsibility and reporting channels within departments and throughout the system; not enough copies of printed communications circulated, bulletin boards insufficient; no mechanism for staff re-orientation, lack of manuals and refresher courses.

The task force also talked with members of the staff about communication in general. No effort was made to survey the entire staff, nor to determine the consensus concerning communication within the system. Feelings of isolation exist in many areas. People feel they do not always receive all the information that is available and delivery systems are often slow and sometimes unreliable. Intangible channels such as passing information along orally break down frequently at various levels and from all directions. Supervisors may or may not always relay everything to all of the staff for whom they are responsible, low level staff may not express concerns to middle-management or supervisors and all levels of staff may not always communicate upward to the administration.

In an effort to deal with the communications problems in the Library, the task force set for itself the following objectives:

1. To analyze the present means of communication within the Duke University Library system and evaluate its current effectiveness;

2. To document all existing types of communication, both written and oral, as a foundation for this study and for use in formulating recommendations to the Long-Range Planning Committee;

3. To pinpoint weaknesses where they exist and try to determine possible causes;

4. To search and document the literature for the sake of comparison, new ideas, trends and current awareness of communication in other libraries and organizations;

5. To recommend changes in current communications practices as well as means for raising the level of consciousness on the part of each member of the staff with regard to communication;

6. To indicate the level of priority for each recommendation.

The Communication Task Force submits the following report, presenting the information in order of priority including recommendations and considerations.

PRIORITY I. ACCESS TO INFORMATION

A. Definition of concern.

Preceding and underlying all other priorities is the philosophical one: the development of a positive attitude among staff members library-wide and the acknowledgement of each person's right to adequate information. This attitude involves for each of us the awareness of the importance of communicating to one another and the acceptance of personal responsibility for exchange of information.

Obviously this positive attitude thrives most naturally in an atmosphere of trust and mutual respect. However, it is also true that trust and mutual respect can be significantly increased by taking seriously one's obligations both to provide needed information and also to encourage the freedom of access to it.

We need not only opportunities to reach one another but also frequent encouragement to take advantage of those opportunities (as, for example, Mrs. Dunlap's "open-door policy" for the staff). We need not only established methods and sources of communication but also instruction concerning their proper use (for example, the library messenger service and campus mail). Each staff member should have access to information at the proper time and without being embarrassed for wanting to know. (For example, personnel handbooks should be kept current and easily available.) We also need persons who will notice and report failures in communication and persons who care enough to repair those breakdowns. The task force would like to see the development of such cooperative and concerned attitudes among members of the Library staff.

B. Objectives.

1. To educate and encourage each staff member to be aware of his/her responsibilities in the whole enterprise of communication within the Library.

2. To encourage the development of Library policies and procedures which enable each staff member to become a participating and responsible member of the communication network.

3. To provide to Library staff members the appropriate instructions concerning methods of communication, sources of available information and means of access to them.

C. Recommendations.

1. Inform each staff member about the function and proper use of the Library messenger service and campus mail. (See Appendix 1)

2. Establish as a responsibility of the Library Administrative Officers the provision, as needed, of up-to-date handbooks for professional and support staff, with sufficient number of copies so that each staff member may have one. (For further information, see Appendix 2)

3. Instruct each staff member concerning the existence and location of university handbooks, and assure each person of his/her freedom to use such sources as well as the obligation of each to keep informed.

4. Encourage a distribution policy for written communications that will ensure that a sufficient number of copies will reach their rightful destinations with adequate time for reading and response.

(This same goal should be adopted for oral communications as well: each person concerned should be officially informed in adequate time to respond appropriately. Do not depend on the grapevine to inform people accurately.)

PRIORITY II. STREAMLINING, CONSOLIDATING, AND COORDINATING PRINTED COMMUNICATIONS

A. Definition of concern

An analysis of existing printed communication revealed an abundance of material which this task force, for purposes of study, has divided into three categories: informational, administrative, and procedural. Current evaluation of printed communication is "good to poor." Communications are "spotty" in the Library overall, and from department to department. The grapevine is heavily used because not everyone communicates what he should, and not all communications get to those who need to know. Part of the problem arises from the lack of coordinated planning and in the need for a general communications policy (See Priority 5). The channels of access, particularly campus mail, if improved as treated in the discussion of Priority 1, would also contribute toward relieving the situation. Despite the current proliferation of paper, missing links in its trail, uneven distribution, wide diversity and formats of memos, reports, announcements, etc., and the sheer bulk itself have emerged as problems. Fundamental to the successful functioning of the individual and the total library operation as a whole, is the

ability of each staff member, properly oriented in a setting of mutual trust, respect and tolerance, to receive, absorb, and assimilate necessary information in the day-to-day work environs. Of prime importance, then, is streamlining, consolidating, and coordinating these printed communications. Such a priority would not entail unreasonable added costs; it is believed any new costs made necessary by the recommendations herein would be "balanced out" by time saved through improved effectiveness of communication. Five recommendations are submitted for serious consideration in refining and improving the present system.

B. Objectives.

1. To evaluate and organize existing printed communications, "weeding" and/or "adding" as necessary.

2. To provide staff members with informational, administrative and procedural documents which are vital to the demands of their jobs and which are important to their personal well-being, e.g. benefits, regulations, salaries, etc.

C. Recommendations.

1. The task force feels strongly the necessity for a well-ordered and clearly defined "communications system." Such a "system" could be controlled and made effective, it is believed, if the responsibility for its planning and operation could be vested in a specific library officer. We recommend that this charge be given to the Human Resources Development Director of the Duke University Libraries (a new position recommended by the Task Force for Personnel and Staff Development).

or Alternative A. The University Librarian should be responsible for designing a more systematic distribution of existing printed communications, and developing strategies of operations as indicated, with whatever assistance seems necessary.

or Alternative B. An ad hoc Committee on Communication should be formed. At its dissolution, the charge should pass to a standing committee on communication.

Implementation

This task force has outlined the types of printed communications presently existing. (See Appendix 3) An extended analysis of these materials to identify senders, to whom and for what purpose, mode(s) and timing of distribution, etc.

should follow. Planning and streamlining for a well-defined system should ensue. Additions and/or deletions of memoranda, etc. should be expected according to the need defined. Periodic evaluations of the entire system of operation should be made.

2. The types of materials that are distributed should be categorized and assigned priorities within an organizational framework chosen from Recommendation 1. These priorities should be based on the need-to-know (e.g. professional and support staff handbooks and department manuals will likely need widest distribution). It should be determined whether these materials should be sent to each staff member, be routed, or posted, as the need dictates.

Implementation

This analysis should be done by,or under the direction of, a specific person or communications committee charged with the responsibility for the workings of the communications system within the Library. The materials should be constantly reviewed to allow for deleting and/or adding as necessary. Sufficient copies for proper distribution should always be made. Usually, only one copy of a memorandum is sent to each department head. One copy may be sufficient in a very small department, but is inadequate for a large one. Those department heads who are truly concerned about the accessibility of information, then, must take time to make more copies of the memo so that each copy can be expeditiously routed to only a few people.

3. As a means of regularly communicating routine announcements in a consolidated format to each staff member, a biweekly official newsletter (two pages, each xeroxed on both sides as a maximum) should be published by, and distributed from, the Administrative Office. The newsletter should be purposefully designed (1) to streamline communication from the Administration to all staff; (2) to provide a standard source of information for later reference; (3) to provide a timely communication link between staff scattered by geographical distance; and (4) to provide a chance for the exchange of communication among Duke libraries. The newsletter should include only those items and that information which is official in character, making it the prime source of accurate, authoritative information that reminds and reinforces. Despite the contention in some recent literature that ninety to ninety-five percent of grapevine information is valid, (Emery 1975:74) experience at Duke has suggested otherwise. (Personal communication with University Librarian, August 24, 1977) The grapevine has also been given credit universally for

rapidity of information transfer and has even been used in some organizations as a tool for dissemination of news.(Emery 1975:76) However, reliance on an official printed communication which one can keep in his/her personal file for reference, distributed in a timely manner, is believed to be the best possible means of giving basic, accurate information to each staff member. Minutes of library, library-related and some university bodies, governing documents and informative literature will still be necessary for interested and/or involved staff may need and/or want to read these papers in their entirety.(See Appendix 3) The deposit of such material in central well-publicized locations will be treated in Priority 3. The task force recommends the inclusion, initially in the newsletter, to be amended as needed, (1) a schedule of events; (2) changes in library schedules; (3) staff vacations and leaves; (4) staff changes; (5) library staff vacancies (with more complete information posted on the various bulletin boards); (6) news from Readers Services, Technical Services, other departments and outlying libraries; (7) news from the University Administration; (8) visitors to the Library; and (9) references such as minutes, tapes, books, articles available for loan as professional and job-related information. The concept of the newsletter differs from the present Library Link and is not to be considered a replacement for it. The newsletter is the framework for official news released from the Administrative Office to actively employed staff. The Library Link is designed to circulate outside the library as well as to all staff, and is envisioned as a general publication for exchange of staff news from all areas of the Library.

Implementation

The mechanism for compiling, publishing and distributing should be done by, or be under the direct control of the Administrative Office. The format should be two 8½" x 11" pages, xeroxed on both sides. Costs are estimated at $14 per issue, with the expense of paper, typing, printing and distribution being offset by the elimination of miscellaneous memoranda distributed regularly by the Administration. A staff editor would be needed to gather and produce the publication. The newsletter should be distributed to every staff member on alternate Fridays. Photographic Services should be responsible for the printing. (A model as suggested by A.C. Maheshwary is provided in Appendix 4,) In keeping with attempts at paper conservation, the consolidation of memoranda in the newsletter should certainly not require

more paper than is currently used.

4. Standard formats of memoranda should be used system-wide. Four such forms are already available to all staff, simply for the asking. The staff apparently is unaware of this. (See samples, Appendix 5) The memoranda allow for checking the action desired by the receiver of the message and its return, if necessary, to the sender. Illegible instructions was cited as a problem in the 1975 Duke University Library Self Study; in essence, there is a 'lack of sufficient notes on materials left for members of some departments -- where it comes from, what is wrong with it -- no signatures.' Proper use of these memoranda would help solve these difficulties. Pink 3" x 5" slips for telephone message records are available for general use. The East Campus Library's memorandum, 5½" x 8", differs slightly from the Perkins form.

Implementation

Supervisors should inform the staff that these memoranda are available for the asking. They should stress the importance of using them, and using them correctly, giving complete, legible instructions, together with the name of the person to whom addressed, the signature of the sender, current date, and an indication of the action the receiver is expected to take. An administrative secretary should continue to have the responsibility for stocking these forms, working in cooperation with the Photographic Services Department where they are produced. Photographic Services should continue to maintain the master forms for each.

Costs might reasonably be expected to increase when more people begin to use the forms. Basic costs were determined, excluding labor and distribution, using the price of a ream of paper. At $7.00 a ream, 2000 copies of the 5½" x 8½" memo are produced; 4000 of the 4½" x 5½"; 5000 of the pink telephone 3" x 5" memo. The forms are run on the offset press, with smaller quantities run on the 7000. For the latter, there is a flat rate for a set number of copies, as the 7000 is used in emergencies for smaller numbers of copies.

5. Two lists, one alphabetical, the other by department, of all the staff in the Library system should be published and updated at six month intervals. The lists would provide an up-to-date mechanism for identifying and giving the phone number of each staff member by name and by department. They would serve (1) to facilitate distribution of communications and materials to the staff for any purpose; (2) provide a complete listing of professional and support staff which includes phone numbers; (3) provide a personal list for each staff member which can be used for various informational purposes;

(4) make this type of information about the staff available to other area libraries upon request. At the same time, the initial listing would be inexpensive and could easily be updated at regular intervals.

Implementation

The lists would each be two or three pages in length. They could be produced from information available on the Administrative Secretary's Rolodex file possibly within two to four hours time. For each name in the alphabetical list the position and phone number in the Library would be given. The other would list the departments and group the names of those within the department with phone numbers. We suggest the lists be compiled and then updated in May; following that, at six month intervals. The first list can be distributed to the entire staff; updated lists can be distributed at key information points, public service desks, circulation desks, etc. Corrections between updates can be made on an individual basis by means of the proposed newsletter's column about staff changes. The task force recommends that the lists (directories) be the responsibility of the Administrative Office.

PRIORITY III. MORE EFFICIENT CHANNELS OF COMMUNICATION

A. Definition of concern.

The task force sees the need for several additional channels of communication in order to provide each staff member with needed information quickly and with reasonable convenience and efficiency. Most of the recommendations listed below are logical extensions or revised versions of channels now existing. In all cases except Recommendation No. 4 only a modest outlay of cash is foreseen.

We are interested in establishing channels that will reach those offices, departments, and outlying libraries which feel isolated because of unequal treatment and geographical distance. We expect improvement in morale and a closer identification of staff with the purposes and programs of the Library as the recommendations to follow are carried out.

We also consider it important for Duke librarians to be able to reach more quickly and easily the other university libraries in this area. As cooperative programs increase among these libraries the need will become urgent to have a more open communications system.

B. Objectives.

1. To establish the means of convenient and reliable access to all current library documents.

2. To provide an easily visible site for the display of current notices in each library area in which it is needed.

3. To enable librarians in the Perkins Library system to have a clear channel of communication with other university librarians in the Research Triangle area.

C. Recommendations.

1. Issue a biweekly newsletter to be distributed to each staff member. (See Priority II, Recommendation No. 3 for details.)

2. Establish central points in the Perkins Library system where copies of newsletters, notices, minutes of meetings, and other similar material will be available to be read by any staff member who so wishes. This will be a successful venture only if sufficient publicity is given; e.g. a list of recent materials available at the reference point should be included in each newsletter. A policy also needs to be established concerning a records retention schedule.(See Priority V, Recommendation 2,C)

3. Purchase bulletin boards and place one in each area of the Perkins system in which staff members have expressed such a need: Control Desk, Marking and Repair, Rare Book Room, Divinity School Library, Engineering Library, and Physics-Math Library.(a total of six). (For details of implementation and cost, see Appendix 6)

4. Provide unrestricted telephone service between Perkins Library and research libraries in the Triangle area. (See Appendix 7 for a current status report.)

PRIORITY IV. UTILIZATION OF AVAILABLE HUMAN RESOURCES FOR IMPROVED COMMUNICATION

A. Definition of concern.

Successful communication depends as much upon the morale of the staff as it does on the variety of channels in the system. Human resources provide mechanisms for communicating in all directions among the staff, downward, horizontal or lateral and upward. One of the ways these resources are brought together and relate to one another is through the meeting/committee structure.

The communication process and the meeting/committee structure are inextricably intertwined.

Committees serve a variety of functions that can be used as advantages with proper management and control. Staff participation on committees promotes awareness and understanding of roles and responsibilities in relation to the Library's goals and objectives. They can be used to coordinate related activities within various departments thus providing increased lateral communication. There are also the obvious disadvantages to committee work in terms of cost to the Library in staff time, time away from regular duties and other indirect costs such as preparing and distributing minutes. But are these problems inherent or are they the result of inadequate conducting and controlling? The task force would like to see an increased awareness among staff of committee work for better communication, problem solving and decision making.

B. Objectives.

1. To educate and encourage the staff to be aware of the functional advantages of committees and meetings in terms of their contribution to communication. (See Appendix 8)

2. To analyze the status of committees within the Duke Library system in terms of framework, function, size and composition. (See Appendix 9)

3. To make recommendations for the improvement and control of committees in order to make them an effective force for communication.

C. Recommendations.

1. Monitor and evaluate committees on a periodic basis. The assessment should be made by the group or officer authorizing the committee. Develop guidelines for membership in order to ensure participation from all levels of the staff.

2. Encourage annual reports which review the purposes and state the accomplishments of standing committees to the authorizing body. Require agendas and minutes for standing committees which are either distributed to or otherwise available to the staff.

3. Provide clearly defined charges and authority for committees. Clarify limits imposed for ad hoc committees. Provide for a regular term of appointment on all committees.

4. Include a brief session during staff orientation on the role and functions of committees and how they can be used to their best advantage.

5. Provide a mechanism for ensuring that committee work and individual contributions are taken into consideration in evaluation and promotion.

6. Appoint an administrative assistant to be in charge of facilitating communications in view of the recommendations made by this task force. These responsibilities could be incorporated into the Human Resources Development Director being recommended by the Task Force on Personnel.
or Alternative If a single individual cannot be assigned communications responsibilities, a standing committee should be appointed to serve the same function.

PRIORITY V. LIBRARY COMMUNICATIONS POLICY.

A. Definition of concern.

Oral and written communication is the glue that holds various library operations together. "Information is that which reduces uncertainty. It is that which assists in decision-making." (Faibisoff and Ely 1974:4) Good communication promotes better understanding, which in turn promotes higher job performance and the achievement of library goals.

It is each and every individual's responsibility to devote constant effort to communicate with others. But constant care and eternal vigilance are not sufficient to achieve good library communication. Rather, the staff - as individuals and as a whole - have the basic need to understand administrative positions and expectations on a wide range of issues and problems. In short, what the staff needs and presently lacks is a formal statement and clarification of library goals.

It is expected that such a formulation of library policies and procedures would include a statement of library communications policy. A communications policy needs to address the means of staff access to administrative information and procedures for the distribution/retention of oral messages and written documents.

B. Objectives.

1. Improve communication links and effectiveness to ensure higher levels of library service and staff morale.

2. Examine the functions and content of communications with an aim to improving their effectiveness.

3. Promote inter- and intra - departmental communication to facilitate

library operations and services and to enable department heads and other supervisors to be currently informed and efficient in their areas of responsibility.

4. Recognize certain communication skills as necessary elements of satisfactory job performance.

C. Recommendations.

1. The University Librarian should issue a written statement of library communications policy, including a description of library goals and including a statement of staff access rights.

2. The University Librarian should be responsible for the examination of existing types of communication and the development of guidelines to determine:

a. what kinds of issues, topics, and plans are best communicated in writing;

b. what rules shall apply to ensure standardization of written communication formats;

c. how these documents shall be distributed and retained; e.g., who should retain important records and schedule their central collection and eventual 'de-acquisition';

d. how to encourage the distribution of written communications to their appropriate destinations with sufficient lead time for reading and response.

3. The Personnel Librarian should incorporate into the training program for supervisors a greater emphasis on staff communication.

4. Department heads should be responsible for preparing job descriptions for their staff and for ensuring the periodic updating of those job descriptions. The supervisors in conjunction with the Personnel Librarian should determine what skills and levels of communication proficiency are necessary for particular jobs, examine current levels of effectiveness, and introduce as needed individual and group training in communication standards and procedures.

SUMMARY OF RECOMMENDATIONS

Because of the fundamental nature of the communication process, we recommend that all priorities be considered for immediate or short range implementation. They are basic to the success of all library operations.

Recommendations	Targeted Completion *
Priority I - ACCESS TO INFORMATION	
1. Inform staff of messenger/campus mail services	Immediate
2. Responsibility for handbooks	Immediate
3. Inform staff of handbook availability	Immediate
4. Distribution policy	Immediate
Priority II - STREAMLINING ... COORDINATING PRINTED COMMUNICATIONS	
1. Human Resources Development Director	Short range
Alternatives	Immediate
2. Assignment of priorities	Short range
3. Newsletter	Short range
4. Memoranda	Immediate
5. Staff directory	Short range
Priority III - MORE EFFICIENT CHANNELS OF COMMUNICATION	
1. Newsletter (same as Priority II, no. 3)	Short range
2. Central collection points	Immediate
3. Bulletin boards	Short range
4. Telephone service	Short range
Priority IV - UTILIZATION OF AVAILABLE HUMAN RESOURCES	
1. Monitor, evaluate committees	Short range
2. Annual reports from committees	Immediate
3. Charges, limits for committees	Immediate
4. Orientation for committee work	Short range
5. Committee participation evaluation	Short range
6. Human Resources Development Director (same as Priority II, no.1)	Short range
Alternative	Immediate
Priority V - LIBRARY COMMUNICATIONS POLICY	
1. Communication policy statement	Immediate
2. Communication evaluation and guidelines	Short range
3. Communication training	Immediate
4. Communication skills evaluation	Short range

*Long range(5-10 yrs.) Short range(1-4 yrs.) Immediate - within one year

CONCLUSION

Throughout the process of identifying areas of concern to the Communication Task Force, many problems surfaced which the members felt should not be dealt with at this time. In an attempt to confront this problem, a joint meeting of the task forces for Communication and for Public Relations and the Publicity Committee was held July 20, 1977. Several areas of mutual concern and responsibility were discussed and clarified. The following is a list of decisions made at that meeting which are not mentioned in the body of this report.

1. The use of more effective signs, although a good communication device, remains the responsibility of the Orientation Committee.

2. The use of name tags, which has long been discussed by the Public Services Group, is to be recommended by the Public Relations Task Force. The Communication Task Force endorses this as a means of more readily identifying staff to the user, especially in public service areas.

3. The Friends of the Library could be a means of communicating library activities and programs to members of the staff as well as to non-staff members. More promotion needs to be done to encourage members of the staff to join the Friends.

4. The Publicity Committee has been actively involved in public relations and communications. This group relies on cooperation from staff members for information. Therefore, greater staff awareness and input would make the Committee's work more effective. All of those attending the meeting agreed that the Library needs a more permanent and formal mechanism for publicity and public relations.

5. The creation of a liaison librarian program was discussed as an excellent channel of communication and source of goodwill. It too has been discussed in various public service groups within the Library. This seems appropriate for the Task Force on Informational and Instructional Services to consider.

The main thrust of this report on communications has been directed to internal affairs, but the members share the increasing concern for external communication of policy and programs. New channels have been created to involve the Duke Libraries in cooperative planning activities and programs. New committees have been formed such as the Triangle University Libraries

Cooperation Committee (TULCC) and its subcommittees. New resource sharing responsibilities have been assumed with the creation of the new National Humanities Center at the Research Triangle. Duke's membership in SOLINET is imminent. Yet another pressing concern involving external communication is that of the relationship of the faculty to the Library. The task force feels that the vast majority of the teaching faculty have contact with the Library as users. There is a need to increase the flow of information to and from the faculty beyond the channels that already exist in the Library Council and through the Duke University Library Newsletter. The task force feels that increased faculty interest in library affairs should be balanced by a committment on their part to become informed about the Library's activities and programs. This could be initiated by offering invitations from the Library to the faculty for in-house informational and educational lectures and programs such as those for Lunch and Listen meetings.

The implication for all of the above is that our problems with communication will more than likely be compounded as a result of our cooperative efforts. What is needed then, now more than ever before, is a communication network that is not haphazard, but one that can be monitored and evaluated in order to provide efficient and effective channels for communication.

NEWSLETTERS DEALING WITH COMMUNICATION

Staff Newsletters for Libraries

This discussion of staff newsletters for libraries will be in two parts: a general overview of newsletter publication, touching on the purpose, content, production and evaluation of staff newsletters, and a brief outline of how one library newsletter is planned and produced.

Purpose

An important step for any library considering publication of a staff newsletter is a formulation of the goals and purposes of the publication. The basic purpose of course will be communication, but beyond this are several specific things a newsletter might accomplish. It may become a bulletin board for announcement of official library events; a forum for discussion of policy decisions and changes; a sounding board for frank exchanges between staff and administration; a current awareness service for events of interest in the library world; an exchange point for news of staff activities in and out of the library, or a combination of these or more.

The development of a clear cut statement of purpose will provide needed guidelines for making decisions about the content and tone of the newsletter. It will also provide a basis for evaluating the publication and deciding realistically what it can and cannot accomplish. The goals of the newsletter should be guaged to the needs and interests of the library staff and adjusted accordingly. A newsletter can play a vital role in library-staff communication by keeping people informed and interested -- but only if its purpose is clearly defined and evaluated.

Content

For the most part, the content of the newsletter will follow from its purpose and will be unique to each library. There are some general points about content which might be considered:

Is the newsletter to be the main source of information for the staff, or are there other internal publications for library events such as calendars, news releases, personnel notices, etc.?

Keep balance between regular features and columns and news articles -- try to include something different occasionally.

Go beyond the obvious things which will be included -- think about providing information at all levels and have items of interest to all staff members.

Avoid the tendency to concentrate on the central library or the department where the editor works to the exclusion of other library branches or divisions. Establish contacts for the newsletter in every department of the library.

A decision must be made about who will do the writing of the newsletter.

Copy can be the responsibility of one or two editors, or be gathered from contributions. There are advantages and disadvantages to both methods. If a few people do most of the writing it becomes quite time consuming for them, there will be less variety of tone, and the writing may become one-sided. On the other hand, the copy will probably be produced more efficiently, it will be easier to maintain a regular schedule, and articles can be added or dropped as the need arises. Contributions often do not appear on time, have a way of being too long or too short, and will probably require a certain amount of editing. But many contributors provide wide variety, insight into different aspects of the library, and useful suggestions for changes and improvements in the newsletter.

One way to maintain a balance between the two options is to set up a reporting network, either formal or informal, which keeps the editors in touch with a large number of people in the course of producing each issue.

Production

Regular production of a staff newsletter requires both time and money. How much of each is available will probably determine the frequency and mode of production. Putting out a weekly newsletter such as Harvard's HUL Notes requires a full time editorial librarian plus support staff. Most libraries and staff associations will not want a weekly, but it takes a substantial amount of staff time to produce a quality publication even on a monthly basis.

If planning for articles and collecting information is done on an ongoing basis, one week should be sufficient for the actual work of writing and editing. If the newsletter is produced form camera - ready copy, this could also be prepared during the same week.

The actual method of production will again be an individual decision based on in-house capabilities and funds available. A newsletter which is typeset and printed on good quality paper will be a most attractive, but also a fairly expensive, product. Some other options for production include:

typewritten camera copy -- offset printing, if done carefully on an electric typewriter this can be very effective and production time is shorter than typesetting

mimeograph: this is both fast and relatively inexpensive use of electrostencils gives more flexibility in format and layout, and simplifies the preparation of copy.

ditto: most inexpensive method, but also the least attractive -- practical only for very limited number of copies

The number of copies needed for each issue will also be a factor in deciding about method of production. Ideally, every staff member should

receive a copy of the newsletter. Additional copies may be wanted for outside distribution.

Evaluation

Every newsletter can benefit from evaluation and suggestions from its readers, and this is especially true for a new publication. The editors should make a continuing effort to get feedback from other staff members and to put their suggestions into practice. Try to get a cross section of opinion by sampling different areas and staff levels. Some measures of newsletter success are increased readership, willingness of staff to contribute articles or suggest items for inclusion and a recognition of the newsletter as an important and reliable source of information.

An ongoing evaluation of the newsletter will result in a number of changes and adjustments and keep it from becoming a static publication.

II Planning and production of a monthly library newsletter:

suggestions and ideas for upcoming issues are written down when they occur, dated, and put in a newsletter folder

2 weeks before copy deadline:

check folder and other sources of library information
make list of items to be included, with approximate length of each, and source of futher information
contact library departments and reporting network for other news -- add these to list
do any necessary background research
contact anyone who is going to write an article to discuss it

1 week before copy deadline:

compile information for regular features and write up
conduct interviews
write up articles
plan layout
collect other contributions
Have copy typed in draft form for typesetter
proofread and correct copy, send to typesetter

production
proofread typeset copy -- send for corrections
do layout
final check
send for printing

UNIVERSITY OF PENNSYLVANIA

Rittenhouse Orrery

UNIVERSITY OF PENNSYLVANIA LIBRARIES

NEWSLETTER

Vol. 6, No. 1 24 January 1979

This issue of the Newsletter not only begins a new year and a new volume number (#6), but also marks the inauguration of a new editorial policy. The newsletter is now co-edited by Pat Callahan and Sue Jacobson, with the help of five reporters who have volunteered to cover various areas of the library and to help determine newsletter policy. The five reporters and their designated areas are:

Jean Adelman: (x7840)	Annenberg Fine Arts Museum Social Work	Holly Lucas: (x8109)	Chemistry Math-Physics Moore Towne
Joan Anderson: (x8118)	Biddle Lippincott Van Pelt: East Asia South Asia Special Collections	Julie Miller: (x8118)	Biology Dental Medical Veterinary Van Pelt: Technical Services
John Kupersmith: (x8118)	Van Pelt: Circulation Reference	Joan Gotwals: (x6001)	Administration

This does not mean that all newsletter content must come from these people. On the contrary, we welcome -- encourage -- articles, announcements and suggestions from all staff members, both professional and support staff. Some ideas which we have had for the newsletter are a Question and Answer section, reviews of professional literature, a Gossip column, a Recipe column, and cartoons and graphics to make the newsletter more attractive (please, we need artistic help!). Send us your comments and ideas. We want this to be a staff newsletter that truly reflects staff interests.

Other changes inaugurated with this issue are frequency of issue and distribution. The newsletter will now be issued bi-weekly, on Wednesday, to be ready for distribution on Thursday. Newsletters will be hand-delivered, by a student, to departmental libraries on Thursday afternoon. We hope that this will solve the problem of late receipt of the newsletter in departmental libraries. Please let the editors know if you are not receiving a newsletter, or if you would like to receive additional copies in your library or department.

Finally, we would like to thank Jim Michalko for his work on the newsletter over the past two years. We all appreciate the time and energy he has devoted to this task.

-- Pat Callahan
Sue Jacobson

RLG/RLIN

On Friday, Jan. 19th, Mr. DeGennaro called a meeting to discuss the RLG/RLIN offer of membership to the University of Pennsylvania. In attendance were E. Allen (Lippincott), J. Bryan, I. Coffey, R. DeGennaro, B. J. Ford, J. I. Gotwals, D. Hyde, S. Jacobson,

S. Kallenbach, L. Kosmin (Medical), G. McCulley (Lippincott), J. Michalko, V. Peña, C. Raker (Biddle), H. C. Rogers (Medical). The discussion began with an update on the RLG/RLIN system -- the status of its funding from various foundations, the potential membership of other ARL libraries, what our commitment would involve, both legally and financially, and a few informal reports gathered from libraries already participating in the system.

We considered the potential benefits to be derived from membership, i.e., having direct input through membership on the governing board, operating in a more sophisticated machine environment with on-line access to our own holdings and more versatile search capabilities, and the projected broader implications in areas such as resource sharing and preservation, along with some of the constraints involved such as the status of our participation in PALINET, ILL and processing concerns, and uncertainties about RLIN's future scheduling. The consensus of the group was that Mr. DeGennaro should recommend to the President and Provost that we accept membership in RLG/RLIN.

-- Susan Kallenbach

Continuing opportunities will be provided for the discussion of RLIN in the months ahead. There is need to discuss in detail what participation means and formulate plans for conversion efforts from OCLC to RLIN.

-- Richard DeGennaro

DEPARTMENT HEADS MEETING

Mr. DeGennaro opened the meeting on Friday, 12 January with two announcements. The first round of budget guidelines was announced before the holidays and the library situation looks promising. As of now, we expect no major cuts and look forward to a reasonable increase in book appropriations. He also reported that Teaching Seminar 5-2 in Van Pelt will be given over to the Institute for Medieval Japanese Studies. Associate Professor Barbara Ruch will be in charge of the Institute whoch has as its main resource one of the largest, if not the largest, microfilm collections of medieval Japanese manuscripts in the world.

The main topic for discussion was the use of departmental libraries as study halls by Penn students from other departments. Paul Gay discussed the situation in Biddle Law Library. Many undergraduates and non-law graduate students use Biddle for study purposes because of its round-the-clock hours and the attractive study space it offers. Since seating is limited, this causes real problems, especially during exam periods.

Signs have been posted indicating that persons making use of law materials are welcome but those not using such material might be asked to leave. The difficulty is that some non-law Penn students have raised questions about the Law Library's right to deny access to the facilities. They argue that they pay tuition to the University of Pennsylvania and the law school is part of the University.

Jerry Rauch mentioned that seating has also posed problems in the Medical Library. Certain highly desireable areas become over-crowded with non-Medical students who use the area for general study purposes. The Medical students who need the medical material there are forced to carry it to less convenient locations in the library. Mr. Rauch has now posted signs restricting the crowded areas to persons making use of Medical material.

Mr. Rauch suggested that one of the causes of library crowding is that the dormitories no longer are possible study areas because of noise and other behavior problems. Mr. Gay felt that the University should provide a clean, attractive, 24-hour study hall for general study purposes. Others at the meeting agreed that this would be a good approach.

VIRGINIA POLYTECHNIC
INSTITUTE

THE ROVING REPORTER ASKS. . . .

What do you think of the communication network in the library ... from the administration through the classified staff, vice versa, and interdepartmental communications?

--"I think the library has too many meetings. The same people attend these meetings, resulting in taking these people away from their jobs. These meetings seem to hinder, rather than enhance the communication network in the library."
--"I think, as a whole, the communication network here in the library is inadequate for a large part of the classified staff."
--"It (the communication network) is not too bad in Preparations because of weekly meetings and such, but there seems to be some problems (communication) between departments."
--"It stinks! The main problem is that the departments are so jealous of their individual functions. I think meaningful communication between the library administration and classified staff is practically non-existent. The LSA generally gets the run-around from the administration. Especially as far as staff goes, nobody knows what is really going on. We only know what they (the administration) want us to know."
--"It stinks! There are a lot of things that go on that we are not hearing about, and it is not that it is necessarily classified information. There are times when the supervisors, or those in charge think that something is too trivial to be related to the staff, when in fact, it may be of importance to some of them."
--"What communication network? Everything seems to be filtered from top to bottom. When staff members have ideas or suggestions to pass on, it's like fish swimming upstream."
--"It is pretty good, as far as I'm concerned."
--"The only things I hear from the administration's end, are those things related to me by my supervisor. (I do not choose to read the Library Council minutes.) My supervisor keeps me fairly well-informed about things that concern me. As far as the Administration hearing from me, the new addition to the library, the computer system, and the committee meetings make them (the administrative members) virtually unavailable to the average staff member."
--"The administration doesn't want to know what anybody else has to say. They ask for contributions, a request which, in fact, is only a token gesture, with no true feeling behind it. The departments are jealous of each other, their positions, their status, etc. They are factionalized..they don't see themselves as an integral unit. The administration has caused this factionalization, because it is unable to provide adequate leadership. Without adequate leadership combined with a good communication network, we have no common goal towards which to strive."
--"The entire administration office seems far removed from the common herd... by their own choice."
--"Other than the Library Council minutes, there is practically no communication between the Administration and the classified staff. Between departments, other than gossip, there is no communication whatsoever."

A SECOND THOUGHT...
As you can see, the responses were pretty negative. Therefore, I am asking for any ideas for improvement, or compromise that anyone (including staff, faculty and administration) wishes to share.

--Cindy Burnett

BEST COPY AVAILABLE

SHERWOOD ANDERSON IN BLACKSBURG

Staff members in Acquisitions and Preparations are probably already aware of the slow but steady passage of the Library's newly obtained Sherwood Anderson collection onto the shelves in Special Collections. According to Pat Haney, Humanities, the approximately 200 books and magazines were obtained in part from Arthur Lawrence, a collector from New York, and in part from the author's widow, Eleanor Copenhaver Anderson, a native of Marion, Virginia.

Before the acquisition of these new items, the Library had some thirty titles of Mr. Anderson's works, including some first editions. Two members of Virginia Tech's English Department, Hilbert H. Campbell, Professor and Associate Head, and Charles E. Modlin, Assistant Professor, have long been interested in Mr. Anderson and his works, and were influential in Tech's becoming the recipient of the new collection. Dr. Campbell and Dr. Modlin co-edited *Sherwood Anderson: Centennial Studies*, published in 1976. The Anderson collection now includes first editions, and first and second printings of many books, as well as magazine articles which were the first publications of some stories. The books donated by Mrs. Anderson include foreign language translations.

Sherwood Anderson was a major American author in the first half of the 20th century. His most well known work, the novel *Winesburg, Ohio* was published in 1919. Mr. Anderson was born in 1876 in Camden, Ohio, but he lived in many parts of the United States including Chicago, Reno, and New Orleans. In 1925, he purchased a farm at Troutdale, near Marion, Virginia, and from 1927 to 1929 acted as editor of two local weekly newspapers. Marion remained his home until his death in 1941.

BEST COPY AVAILABLE

The library's new acquisition represents an important step in achieving a complete collection of Mr. Anderson's works, according to Pat Haney. A more complete collection would include items of Mr. Anderson's manuscripts, such as letters and papers.

--Debra Jones

STATE ORIENTATION COURSE

Because there were several responses to the announcement concerning the Orientation to State Government course, a special session of the course will be offered on July 11th and 12th in room 322 of Squires Student Center. This is the same course being offered by the Virginia Community College System and one hour college credit will be given to those who complete the course. It is open to all state employees.

There is an $8.50 registration fee for everyone, and a $5.00 application fee for anyone who has not taken courses at a Virginia community college. Nomination forms are available upon request from Mrs. Jan Coffinberger or Mr. Dennis Eavey, 324 Burruss Hall (ext. 5301). These forms must be received by June 30.

--Vicki Karagianis

JUL EXCHANGE

#186 Calendar of Events November 17, 1978
November 20 - December 1, 1978

November 19 - 21 Saturday - Sunday

Tennessee Conference on Libraries
Opryland Hotel

November 21 Tuesday

Friends of the Library Dinner 6:30 p.m.
The Temple

November 23 Thursday

Thanskgiving - Holiday for Staff

November 27 Monday

Division Heads Meeting 3:00 p.m.
Conference Room, General Library Building

November 28 Tuesday

Yulefest Preview Concert 12:15-12:45
Staff Room, General Library Building 1:10-1:30

November 29 Wednesday

Yulefest Preview Concert 12:15-12:45
Staff Room, General Library Building 1:10-1:30

* The JUL EXCHANGE is a bi-weekly publication, intended to improve communication among the staff. An interchange of news and information can take place if notification is given of meetings, events, and items that should be shared. Participation in this endeavor is encouraged.

Please submit information to Jan Kessler in Special Collections no later than noon on Tuesday, the week of publication.

FSU LIBRARY BULLETIN

Florida State University, Tallahassee

December 21, 1978 No. 71

A & P ADVISORY COMMITTEE The members of the A&P Advisory Committee will meet with the Director at least twice a month to freely discuss any concerns or interests which may arise. There will be no formal agenda and each member is welcome to bring to the discussion any concern or question. The A&P staff is encouraged to communicate any concern to these members for discussion during the meetings. Listed below are the current committee members:

Mr. Peter Chang	(Reference Department)
Ms. Doris Collins	(Catalog Department)
Ms. Vivian Hall	(Reference Department)
Ms. Virginia Kuehn	(Catalog Department)
Ms. Theresa Stone	(Catalog Department)

CAREER SERVICE ADVISORY COMMITTEE The members of the Career Service Advisory Committee will also meet with the Director at least twice a month to discuss concerns or questions of interest to the Career Service Staff. All Career Service personnel are encouraged to communicate items for discussion to any of the members. Listed below are the current committee members:

Mr. Nathan Basford	(Listening-Viewing)
Mrs. Jessie Bell	(Catalog)
Mrs. Shirley Fogle	(Special Collections)
Mrs. Evelyn Lawrence	(Reference)
Mrs. Joanne Sumner	(Acquisitions)

* REMINDER The staff is reminded that anyone should feel free to discuss any concerns with a member of one of the above committees. These concerns will then be discussed with the Director at scheduled meetings. Any problem may be related anonymously if the party so desires.

Mr. Fred Jones is the Library Human Affairs Associate. He is also available to hear any questions in regard to personnel problems and concerns. The Human Affairs Committee was formed in order that the University Administration could keep the departments up to date with the latest personnel policies and procedures and also aid in remaining sensitive to the feelings and concerns of the staff. Mr. Jones represents the Library on that committee.

Employees should find that the immediate supervisor or department head can effectively address most concerns. In addition, the Library administration is always available to any staff member for the airing of a problem or question.

In the event a staff member feels he or she cannot discuss a problem with a member of the Library staff, the Personnel, Employee Relations Department (644-6475) is open to any employee of Florida State University.

UNIVERSITY OF COLORADO

The CoU Bulletin

Volume 14, Number 1 | University of Colorado Libraries | January, 1979 | 9 pages

WALTON RESPONDS TO INTERNAL STAFF GOVERNANCE REPORT

by Leanne Kunkle

The Long Range Planning Committee received the following response to their recommendations on the internal staff governance report from Director Walton on December 14, 1978:

"In response to the recommendations listed in your memorandum of October 5, I authorize the Long Range Planning Committee to oversee the election of two classified staff members to the Library Advisory Board. These first representatives are to be elected for a one year term beginning in early 1979.

"Members of the staff who volunteered to draft the documents defining the composition and functions of the staff cabinet are also authorized to proceed with this task.

"I wish to express my appreciation to the Long Range Planning Committee Subcommittee on Internal Staff Governance for their diligence in seeking out and documenting the concerns of the classified staff. I express the hope that the work of the Committee drafting the governance documents will proceed in a timely fashion, so that the Cabinet may soon begin to address, with the cooperation of appropriate members of the Library Administration, the following concerns:

"1) To oversee the continuing concerns of the staff in the area of staff development.

"2) To oversee the continuing concerns of the staff in the area of personnel.

"3) To determine and represent staff concerns to Library Administration/Faculty."

Carolyn Mueller and Leanne Kunkle of the Long Range Planning Committee have volunteered to arrange the election for two classified staff members to serve on the Library Advisory Board. They began work on this December 15, 1978.

Leanne Kunkle will contact the six volunteers who offered to draft a Constitution and by-laws for the proposed Staff Cabinet to set up a meeting time.

* * * * *

MEET THE ACQUISITIONS DEPARTMENT

by Pat McClure

The Acquisitions Department is for acquiring library materials. That seems logical enough to go without saying. It probably sounds simpler than it is, however -- seven and a half Library Assistant II's, three I's, two Administrative Clerks, and one Administrative Clerk-Typist are involved in this process, along with Department Head, Harriet Rebuldela and Library Technician, Judy Neve. These people go through several fairly complicated procedures between the time the orders come into the department and the time the materials are released to the catalogers.

Orders ultimately come from the subject bibliographers. Anyone can recommend that a book be purchased, but the suggestions must be approved by the bibliographers. Some books come into the library on "approval" and are either accepted by the bibliographers or sent back to the dealer. In general, the branch librarians are their own bibliographers, and humanities subjects are covered by various Technical Services department heads, reference librarians and catalogers.

When the orders come in to Acquisitions, the bibliographic searchers (all but one of the department's LA II's are searchers) check the availability of the materials in catalogs such as Books in Print and Publishers' Trade List Annual. Some materials are

Continued on page 3

085

EDITORIAL

by Maggie Yax

Thank you all for your feedback on last month's Bulletin. Format sparked the most comment, which ranged from compliments on Lyn Sheehy's masthead and Chris Hendrickson's artwork to some negative response to the columns and continuations. I would like to respond to the latter.

What the matter boils down to is an editorial preference. Meaning that I will continue to have the Bulletin laid out in columns because I like it. Because I have some definite ideas about where certain stories and features belong in the layout, it is sometimes necessary to continue articles on pages other than the very next one.

I do realize this sometimes poses a problem with readability, although I don't think it is a very big one. Dorothy Hamblin and I have made an attempt to minimize this problem for you in this month's Bulletin by using sub-headlines and continuing the stories as close as possible to the originating page. I hope this helps. If not, I hope you can bear it until another editor does something different.

Now, I have a complaint. There was no response from you regarding Staff News or Classified Ads. Didn't anyone you know (or you) do anything that you'd like to share with everyone? It doesn't have to be just births and marriages. How about awards involving some outside activity or simply an outside activity? Anyone in a play? A performance? Who's doing something interesting? Please think of sharing it with the Bulletin and give the information to Rose Lanterman.

And doesn't anyone have anything to buy or sell? Free puppies or kittens to give away? Something for a classified ad? Tell Maryel Owens.

There could have been more Letters to the Editor. I think this feature could act as a forum for some interesting dialogue. How about it? Let's get something going.

Thanks again for your comments. I'm ready for more.

* * * * *

AREN'T YOU GLAD THEY GOT RID OF MANDATORY RETIREMENT?

Artwork, Chris Hendrickson
Idea, Maryel Owens

THE CoU BULLETIN
Volume 14, Number 1, January 1978

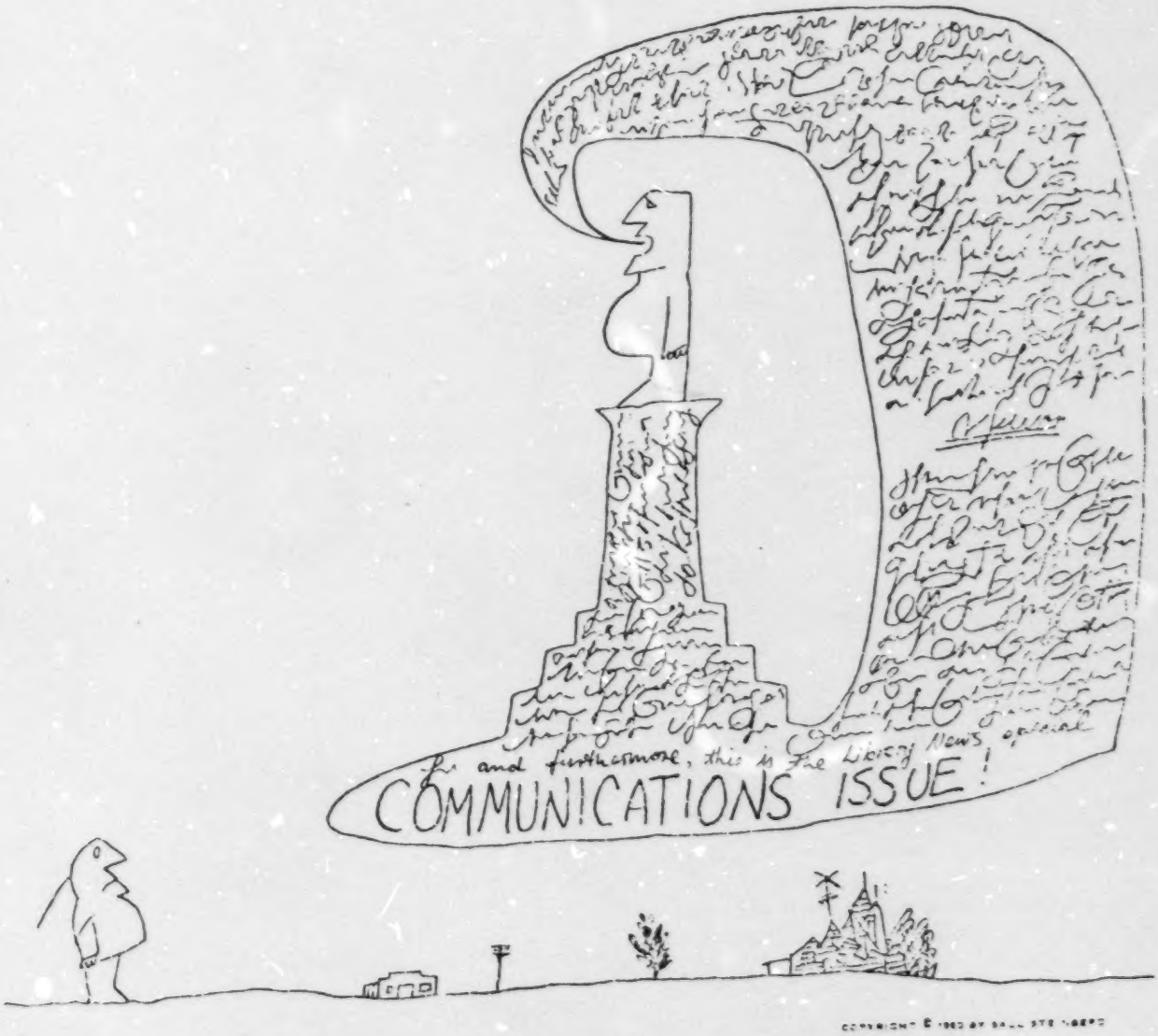
The CoU Bulletin is published monthly for and by the Library staff and faculty.

Editor.....Maggie Yax
Assistant Editor...Sandy Volpe
Reporters.....Larry Chartrand
Jan Robinson
Rose Lanterman
Pat McClure
Classified Ads.....Maryel Owens
Circulation.....Maryel Owens
Denise Yee
Artist.....Chris Hendrickson
Typist.....Nancy Hensal
Layout.....Dorothy Hamblin
Photoduplication...Mary Wing
Doris Dunkleberger
Marie Cottingham
Contributors.....Anita Cochran
Jack Brennan
Joe Mapes
Leanne Kunkle
Robin Richards
Ruth Hanrahan

"I KNOW YOU BELIEVE YOU UNDERSTAND WHAT YOU THINK I SAID, BUT I AM NOT SURE YOU REALIZE THAT WHAT YOU HEARD WAS NOT WHAT I MEANT."

Library News

Vol. VI, Number 6 McGill University Libraries November 1978



LIBRARY NEWS
McGILL UNIVERSITY LIBRARIES
MONTREAL, QUEBEC

Volume VI, Number 6
November, 1978

EDITORIAL BOARD

	Local
Nora Gaskin, Editor, Music Library	4530
Irene Vaisnoras, Assistant Editor, Music Library	4530
Victor de Breyne, McLennan Rare Books	4973
Phil Garceau, Medical Library	3063
Hans Möller, Undergraduate Library	6779
Kendall Wallis, McLennan Reference	8221

Cover illustration by Saul Steinberg

Typed by Susan McCallum, Director's Office

BEST COPY AVAILABLE

LIBRARY NEWS is published monthly. Opinions expressed in LIBRARY NEWS are those of the individual and do not necessarily reflect opinions of the Library Administration or the Editorial Board.

The Editorial Board reserves the right to edit any submitted material or correct grammar and punctuation, subject to the author's approval. All material must be signed, but names will be withheld upon request. Deadline for each issue is the last day of the previous month. Material may be submitted to any member of the board. Typed submissions are not necessary, but would be greatly appreciated.

TABLE OF CONTENTS

	Page
Editorial	3
More Paper, More Meetings - Less Communication! Why is it so? by Dr. Hans Möller	4
The Word Made Flesh, by Kendall Wallis	6
Books, Manuscripts, and the History of Medicine: A Symposium on the 50th Anniversary of the Osler Library	7
The Serials Project, by David Crawford	8
An Hour at the McLennan Reference Desk, by Elizabeth Silvester	11
Gleanings from the Info File	14
Communications Committee	15
Out to Lunch, by Sylvia Sheppard	16
Recipe-of-the-Month, by Gaylie Boyd and Dr. Hans Möller	17
Announcements	18
Foolproof Hangover Remedy Contest	18
McGill Libraries Staff Christmas Party	19

LIBRARY STAFF GUIDANCE GROUP

Members are available to discuss, in confidence, matters affecting you and your work environment that present problems. Please feel free to contact any of the LSGG members:

Mike Renshawe	*5060*
Norma Johnston	*4832*
Ingrid Dixon	*4341*
Tom Delorme	*4961*
Suzy Slavin	*4922*

088

BEST COPY AVAILABLE

EDITORIAL

Hello, and welcome to the communications issue. In this issue we will try to explore a part of the vast subject of communications — a part, we hope, that will be particularly relevant to us as people who inhabit the McGill libraries.

Don Fabun, (who, incidentally, is one of my heroes, and who writes and edits an award-winning magazine, Kaiser News, which is kind of the Library News of Kaiser Aluminum & Chemical Corporation) in his book Communications: The Transfer of Meaning, describes the role of communication in society this way:

> "For the most part, the work of the world gets done because people do cooperate with one another. Each of us is almost wholly dependent on what other people do for us. The modern world is not a 'jungle of competition' as some have described it; it is more like an ocean of cooperation.
>
> "The cooperation that makes human society possible is almost wholly dependent on the skill with which we communicate..."

In this sense, communications in the library system are pretty much the same as communications any place where people work together. We communicate with each other inside the system, and also with the people outside it to whom we provide services, and who provide us with services. Our library system is alive and healthy because of the cooperation of hundreds, and in the long run, thousands, of people. Problems in communications between these people threaten its health and vitality. Dr. Möller's article, "More Paper, More Meetings - Less Communication! - Why is it so?" talks about just these problems, and offers some possible solutions.

COPYRIGHT © 1960 BY SAUL STEINBERG

Elizabeth Silvester's article, "An Hour at the McLennan Reference Desk", was not commissioned especially for the Communications issue, but it might just as well have been, describing as it does that hair-raising frenzy of communication that is often the modus operandi of a busy reference department.

David Crawford's article is not about communication - it is communication. (Thus the devious editorial mind makes everything fit the theme.) In it he gives us the latest word on the serials project.

There is another sense in which communication is important to us. Communication, in solid form, - books, records, tapes and film - is the stuff with which we deal every day. Kendall Wallis dips into this mystical topic in "The Word Made Flesh".

I was going to wax poetic about Communication and the library, describing the library system as a living organism like the human body that needs cooperation to be healthy, both between its own internal parts and between itself and the environment around it. I was then going to draw the analogy further and describe the various ailments that plague the body when communication and cooperation break down. But the only thing that would come into my head was a terrible pun involving Poor Circulation, and, not wishing to offend any gallant Circulation People, I decided to quit right there.

MORE PAPER, MORE MEETINGS - LESS COMMUNICATION!

WHY IS IT SO?

by Dr. Hans Müller

Communication is a word we often use and discuss, all of us, in different ways. We want to communicate with friends and family, by phone or by mail (when it works); we complain that our various governments don't communicate enough with us, the voters: don't they hear our complaints? Communication in mangement - with staff, with consumers or users - is a central concern in all institutions including libraries. We experience communications gaps all over. For all the talk and serious study by intelligent men and women, communication is as elusive as the Unicorn.

Clearly, there is more and more communciation but less and less communicating. In academic libraries there is as much of a communications problem as anywhere else, and the McGill Libraries are not different from other large libraries in Canada, USA and Europe. Even then it is a fact known to all that during the last 10 years or so most academic libraries have introduced an extensive system of committees designed to advise and to be instruments of communication. Newsletters, reports and documents are circulated by library management to librarians and library assistants as never before.

Yet people complain about lack of communication up and down. Faculty members claim that they don't know what goes on in the libraries, students claim we have no concern for their problems and needs, library employees complain that they are not informed. Library management claims that a major part of their time is spent on communicating with colleagues and staff at all levels.

Nevertheless, it seems that the more communication we have the less we communicate. How could this be? Before we consider our own specific situation here at McGill, let us briefly examine some of the fundamental issues involved, as they affect us all in our present society. Some of the following may sound a bit philosophical; still, don't lose courage, read on till the end! This article is short and ends up with YOU.

First of all communication is perception. Unless we understand the message there is no communication. We must, therefore, communicate in the language of the recipient and that means that we must know what the recipient wants and expects, and that we must even take account of cultural and emotional factors which could affect the understanding. Said in other words, we must, if we communicate, know what the recipient expects to see and hear. When discussing communications techniques we often attempt to devise better methods to communicate by putting the emphasis on the emitter of messages. The emphasis ought to be on the recipient of messages and his/her needs.

The emitter of communication always wants to get something across. In this sense communication makes demands on everybody. We all tend to resist such demands and in extreme cases we may call it "propaganda." There is no real communication unless the message can key into the recipient's own values.

Thanks to technology, we have an information explosion all around us. All of a sudden, we have an inexhaustible abundance of information at our fingertips.

But information is data and not communication, if we accept that communication entails understanding. Our problem now is to select information, because the fewer selected data we have, the better information we have. The real effectiveness of our information system depends on our ability to use communication rather than information alone. In other words, communication does not only depend on information. Successful communication is often understanding or "shared experience."

Let's return now to the library scene. If we have a problem of communication. I think the main reasons are as follows:

1. Communication in libraries tends to go downward from the top. No matter how intelligently we work at this, it will never be fully successful, unless we focus on the concept that communication is an act of the recipient. We need to concentrate on what the recipients expect, and we need to have more upward communication allowing everybody to express their ideas, desires and values. Upward communcation has to start with the staff at all levels.

   It is my feeling that for all the committees and various levels of consultation, there is not enough feedback and upward communication in our libraries. Through the various participatory instruments established, including the performance evaluations, the library management has given access to experiences that enable employees to understand our goals and objectives and to understand the complexity of the management situation. Good communication requires a shared experience. It has to work in both directions — management must communicate with all staff, and all staff must communicate with management. And one thing more is needed: a sincerity and willingness in both staff and management at all levels.

2. Communication in libraries tends to be associated with information. More and better information does not solve the communication problem or bridge the gap. Quantity of memos, reports and minutes tends to dull the mind. Those who are most active in library committees have a hard time keeping up with reading, let alone digesting the papers that come to their desks. Overload of information short-circuits the receiver's ability to receive. How do we select and how can we stress quality over quantity?

   I believe we should attempt to distinguish between "information" meaning data and "communication" meaning, in fact understanding, so, in communicating we need to be more selective and to concentrate on the broader issues, less on routine matters; we need to rely more on personal, verbal and direct communication, less on the written documents, and, when we do circulate written documents, we should spend time to attach comments or interpretation.

I nearly forgot that we also do have a Library Grapevine, which has the advantage of being selective. It carries a volume of opinions and attitudes, but never as much information as the official channels. As are all grapevines, it is oral, and messages travel fast! It has the advantage that it is not overloaded with too great a quantity of data and it is largely ephemeral! I hope it will always exist, as long as it stays away from false rumours, hostilities or lies.

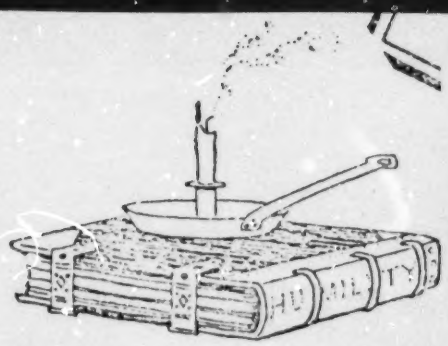
I am hoping that a number of the readers of Library News will think carefully about the communication issues discussed here and express their ideas. We have at McGill, a particularly good official communication system. It could be better if we all participate in it and provide open and constructive communication upward. Let us all contribute to create an atmosphere of exchange and dialogue, an atmosphere where nobody hesitates to talk or write, where nobody needs to fear speaking their minds. Why not? I believe it is a responsibility we should all share.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

THE WORD MADE FLESH

by Kendall Wallis



Just as gravity is nature's glue, so communication is society's glue; it keeps us from falling apart. If you want to get mystical about it, all things communicate, but if you remain practical, information must be exchanged. A venus fly-trap doesn't "communicate" with a fly, it eats it. A chickadee says "This is my turf, keep off!" and other chickadees keep off or enter looking for a fight. That's communication. As people are complex, so human communication is complex. Content is determined by a vast range of factors; verbal, non-verbal and culturally assumed. "Verba volant, scripta manent," the literate Roman said; the word flies off, the letter remains. This is where libraries come in. The process of communication is stripped of all but one of its components – the literal symbols. As any bureaucrat can tell you, no problem is so great but that it can be ignored as long as it isn't written down. The written word becomes something real to the eye, a more believable sense, and must be taken as reality (or at least someone's reflection of their reality). The library is the storehouse of this dehydrated communication and must try to provide some of the necessaries for reconstituting the unwritten portions of the author's communicating. Did Marx mean the same thing as Galbraith does when he writes "economy"? How did Einstein's toilet training shape his theories of relativity? Was Tschaikovsky gay? Any of these could affect the written word, symbol or note to some degree. This is where communication becomes mystical again and Einstein's mother starts talking to Joyce Charlebois about inconsistencies in unified field theories.

The farther away we get culturally or temporally, the fewer common grounds for communication we have and the less efficient that attempted communication is. The library is the meeting place of writer and reader, and it is the librarian's task to get them together. Good luck!

UNIVERSITY OF GEORGIA

Interface

The University of Georgia Libraries Newsletter

November-December, 1978 AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER Volume 5, Nos. 11 & 12

LIBRARIES RECEIVE IMPORTANT GIFTS

The UGA Libraries have recently received some important gifts:

The Rare Books and Manuscripts Department has received a poster autographed by Jimmy Carter. The inscription reads, "Best wishes to my friends--Jimmy Carter."

The poster was issued by the University of Georgia Press to promote The History of Georgia, published in 1977. The book was edited by Kenneth Coleman, Norman V. Bartley, F. N. Boney, William F. Holmes, Phinizy Spalding, and Charles E. Wynes, , with a foreword by Jimmy Carter.

On November 8 a group of letters written by Margaret Mitchell was presented to the University of Georgia Libraries by Dr. Ann Stuckey. The letters had been written to her father when he was Director of the experiment station at Experiment, Georgia, near Griffin.

Those attending the presentation included Russell Pease, Assistant Director of Libraries for Branches/ Collection Development; Dr. Ann Stuckey; Edna Olson, Station Librarian at Experiment; Richard Harwell, Curator of Rare Books and Manuscripts; and Curtis R. Jackson, Director of the Georgia Experiment Station.

Richard B. Harwell (Rare Books and Manuscripts) traveled to Scottsdale, Arizona on November 19 to pick up an extensive and interesting gift being given to the University by Mr. and Mrs. Erskine Caldwell.

Six Candidates Visit Campus

Six candidates for the directorship of the UGA Libraries have visited the campus during November and December, meeting with administrators, faculty, and members of the Libraries' staff.

David Bishop, currently Assistant Director for Technical Services, met with the staff on November 28; Calvin Boyer, Director of Libraries at the University of Mississippi, on November 30; Larry Besant, Assistant Director for Public Services at Ohio State University, on December 1; Robin Downes, Associate Library Director at the University of Michigan, on December 4; Susan Brynteson, Assistant Director for Technical Services at Indiana University Libraries, on December 6; and Richard Boss, Information Systems Consultants, on December 14.

The Search Committee will present an unranked list of names from this group to the Vice President for Academic Affairs sometime this week, and members of the University Administration will make the final selection.

Xmas Book Available

The Staff Association Book Ordering Committee is offering the following book for the low price of $6.66, a 35% discount. Any music lover would enjoy owning Dennis Brain, A Biography, by Stephen Pettitt. Please contact Pat Hurd or Janice Reid (Processing).

BEST COPY AVAILABLE

January, 1979

Some departments do not follow this schedule. Please call the Main Library Circulation Desk (542-3256) or the South Branch Library (542-4535) for the hours of individual departments. For recorded hours information, call 542-7501.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 CLOSED	2 8:00 a.m.- 6:00 p.m.	3 8:00 a.m.- 6:00 p.m.	4 8:00 a.m.- 12:00 midnight	5 8:00 a.m.- 6:00 p.m.	6 9:00 a.m.- 6:00 p.m.
7 1:00 p.m.- 12:00 midnight	8 8:00 a.m.- 12:00 midnight	9 8:00 a.m.- 12:00 midnight	10 8:00 a.m.- 12:00 midnight	11 8:00 a.m.- 12:00 midnight	12 8:00 a.m.- 6:00 p.m.	13 9:00 a.m.- 6:00 p.m.
14 1:00 p.m.- 12:00 midnight	15 8:00 a.m.- 12:00 midnight	16 8:00 a.m.- 12:00 midnight	17 8:00 a.m.- 12:00 midnight	18 8:00 a.m.- 12:00 midnight	19 8:00 a.m.- 6:00 p.m.	20 9:00 a.m.- 6:00 p.m.
21 1:00 p.m.- 12:00 midnight	22 8:00 a.m.- 12:00 midnight	23 8:00 a.m.- 12:00 midnight	24 8:00 a.m.- 12:00 midnight	25 8:00 a.m.- 12:00 midnight	26 8:00 a.m.- 6:00 p.m.	27 9:00 a.m.- 6:00 p.m.
28 1:00 p.m.- 12:00 midnight	29 8:00 a.m.- 12:00 midnight	30 8:00 a.m.- 12:00 midnight	31 8:00 a.m.- 12:00 midnight			

Automation and Staff Development: Part 2

In the October issue of Interface there was an article on how automation has helped members of the UGA Libraries' staff to learn more about the operations of the Libraries and to gain new management skills. This issue continues the article with a discussion of how staff members are learning new technical and motor skills, communications techniques, and how they are changing their attitudes and ideas by working with automated systems.

According to John Christoffersson (Systems and Services), through his contact with people at the Computer Center he has learned a good deal about computer programing, system analysis and design, and computer hardware, including how to write specifications for the hardware to solicit bids from suppliers.

Bob Henneberger and Butch Thames (Electromedia) have been improving on their knowledge of how electronic equipment is installed as they put in the new terminals and printers. Some of the recently-installed terminals represent the newest equipment IBM has on the market, and the UGA Libraries were among the first organizations nation-wide to install it. It was interesting to notice for example, that when election returns were being computed recently on a national TV show, they were being displayed on equipment similar to the Libraries' "old" terminals.

Many employees have learned to work with various kinds of computer software. Craig Floyd (Fine Arts) indicated she had learned the fundamentals of TSO "from a book" and Barbara James (User Documents) has learned to work with TSO and Script, as well as with MARVEL.

Problem-solving skills are also developing. Jim Kuhlman (Reference) said that with his previous and current computer experience, he has learned to recognize and diagnose problems when "funny things" happen on the terminal screen.

Nearly everyone has learned the fundamentals of operating a terminal by now, and a large number of staff members commented that their typing is rapidly improving.

According to Tom Tuggle (Georgia Newspaper Project), a Ph.D. in English, the techniques he's picked up helped him to discover that "someone with a humanities background can cope with the computer." Some staff members said they thought the best way to perfect their new technical skills was through independent experiment and practice at the terminals, and they were sorry they did not have more time to "play" with the machine.

Many staff members indicated they were developing a wide variety of communications skills--both for communicating with the computer and with each other. One such skill is practice in writing scholarly articles. Sandra Neville (Interpretive Services), John Christoffersson (Systems and Services) and Rea Christoffersson (Administration), among others, have all had papers or articles on automation accepted for national publication.

Barbara James (User Documents) said she has gained a great deal of technical knowledge about computers and libraries, and that she uses it when serving as a liaison between the Libraries and the Computer Center. She also indicated that her written and oral communications were improving as a result of having to train others on the machine. Amy Marx (Online Services) said that she was learning how to get people to ask questions when they do not understand something the first time around.

Sandra McAninch (Government Reference) said she and her staff are learning that communications regarding the computer must be "logical and specific." This theme was reiterated by many other staff members in various ways. Richard Mellown (Periodicals) said it was important to "be specific," while Barbara Rystrom (Interlibrary Loan) emphasized communication should be "free of jargon." Tom Tuggle (Georgia Newspaper Project) said one must "use language which admits no ambiguity."

Finally, it is evident that staff members are developing many new attitudes and ideas as a result of contact with automation.

Cathy Gartseff (Processing) said she and many of her co-workers have learned to be less afraid of experimenting and that they look forward to change and new procedures more than they used to. Amy Marx (Online Services) says she is learning patience, and many

BEST COPY AVAILABLE

(continued from page 3)
others also said they were learning to be more tolerant when either people or machines did not respond as expected. There is even some indication that staff members are augmenting their senses of humor--a sign in the Business Office reads, "Lord give me patience--right now!"

Russell Pease (Branches/Collection Development) said that he has noticed a new interest and sense of involvement on the part of some staff members as they take part in the implementation process.

Jim Kuhlman (Reference) said he thinks that automation makes the Libraries more exciting and that at public service points, they are finding out that library users are becoming more sophisticated and many now expect the library to be automated. He said one patron who had previously attended an institution with an automated library said, "You mean you have to go all the way up to the top floor to find out if the book is there?"

With this in mind, it appears that automation is bringing about patron development, as well as staff development, and this could make the next few years extremely interesting.

SHOWCASE

The exhibit in the outer lobby of the Main Library during the month of December is sponsored by the UGA Insurance Society. A display of tin figurines from the Goethe House in Atlanta is scheduled for the front lobby from January 10-24, 1979.

The Georgia Review in the Main Library's inner lobby will remain up until January.

The new book exhibit outside the Administration Office in the wall case is "Books on the Media--Radio, Television, Journalism." It was arranged by Joe Branin and Dana Whitaker (Language and Literature).

Currently featured in the Rare Books and Manuscript display area from December to mid-January is a display of post cards dating from the early 20th century to the present. Of the thousands of picture postcards in the Rare Books and Manuscript collections, cards have been selected which reveal historically valuable and entertaining views of old Athens, Atlanta, Savannah, UGA, and points of general interest in Georgia. Some very old and quite beautiful Christmas post cards are also on display.

The January exhibit in the Gallery will be 19th Century Photographic Prints. It is being arranged by Dennis O'Kain of the University's Visual Arts Department.

The January exhibit in the inner lobby cases will be on the shelving operation in the Main Library and will be arranged by Betty McCartney (Circulation) and other members of the shelving crew.

Julia Speer, an art student, had an exhibit of paintings in the Gallery during the first week of December.

Questions & Suggestions

On 2 November, two members of the staff of the Department of Records Management/Archives/Georgia Room were taken from their normal duties in order to help unload a truck load of industrial shelving slated for erection in the University Archives. This action was necessitated because the supply room had no personnel to do the unloading. This is a very deplorable situation....

Thank you for writing your suggestion on the need to have available student help for occasional jobs of unloading heavy supplies and equipment.

I have discussed this with John Christoffersson and it is his opinion that we ought to be able to supply such occasional labor, provided we have some advance notification.

We do not have sufficient funds to add student help (in fact, our present student wage budget is over committed) and we do not believe this is necessary.

Both the supply room and the mail room have student help which can generally be drawn upon, although perhaps not on an immediate basis since they may be otherwise engaged. We can also call upon student workers in other library departments. I suggest that in the future you present your request to Mr. Christoffersson so that he might find the available student help.

(continued on page 5)

IOWA STATE UNIVERSITY
LIBRARY

January 1979

MINI MEMOS

Mail Service and Dead Letter Box Dean Bear cannot deliver books or other large items as a part of the mail pick-up and delivery service. Newspapers saved for staff by the Periodical Room must be picked up by the requesting staff members; they will not be handled through the mail service by Dean Bear.

Any envelope, memo., etc. sent to an individual in the Library must have at least the last name of the individual and the department. No mail addressed by initials only (i.e., WBK) will be delivered. If you are wondering where some mail item is with initials only as an address, check the dead letter box in the Mailing/Receiving Area. (Warren B. Kuhn)

Card Catalog Members of the Committee on the Public Catalog would like to thank the Library faculty and staff for their enthusiastic participation in the catalogs queueing study. As far as we can tell, grumbling about inconvenience to users, though anticipated, has not been audible. During the first week of the study the committee has had to make a few minor adjustments to the procedures, and staff have been notified. Thank you all for your help and, most of all, for your good humor. Hang in there - only five weeks to go! (Janet Klaas)

Office Procedures Guide Updates have been received for the University's Office Procedures Guide (December 1978). Anyone wishing to consult this volume may do so at the Reference or Reserve Desks; copies are also available in the Dean's Office and the office of each Assistant Director. (Dean's Office)

Good News/Bad News Social Security rates went up January 1, 1979, from 6.05% to 6.13%. BUT Federal Income Tax rates were reduced at the same time. More information on these appeared in the Faculty Newsletter and Non-Academic Staff News for January 12, 1979. (Dean's Office)

Reporting Repairs Anyone noticing such items as broken stair treads, water dripping from a ceiling or steam line or toilets out of order should report them to Ann Schroder so that she may take prompt action to have Physical Plant make the needed repairs. Ann may be reached at 4-5911. (Dean's Office)

Deadline for the next issue of Mini Memos will be February 9, 1979.

Permanent copy - Dean's Office, University Library

RICE UNIVERSITY

THE STAFF SPEAKS

Volume 1, No. 4

Published by the Publicity Committee
Fondren Library Staff Association
RICE UNIVERSITY

September 25, 1978

An Editorial Against Censorship

On Wednesday, September 6, 1978, information that was of interest to the staff was posted on the staff bulletin board. Later, that same day, it was removed by someone outside of the library.

The Bylaws of the Fondren Library Staff Association clearly states under article 5, section 2, paragraph E: Publicity Committee shall be composed of chairperson and 2 or more members. The duties of this committe shall be: to be responsible for posting notices of interest to the staff and maintaining the staff bulletin board; prepare and distribute news releases concerning the library and its staff to campus and other publications; prepare a regular staff newsletter summarizing recent events and policy matters and containing contributions from the staff.

To have had this type of censorship imposed on our staff and especially in a library, the heart of a university and historically a citadel against censorship was a shock to me. The library is the place where ideas are born and nourished. I think it is appropriate at this time to cite Article I of the Bill of Rights:

> *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for redress of grievances.*

The rights guaranteed by the First Amendment seem to come closer to defining what it means to be an American today. The main difference between our government and that of the totalitarian governments in other places is in terms of the rights to believe, to think, and to say what we will and without fear.

President Eisenhower once said "the libraries of America are and must ever remain the homes of free, inquiring minds. To them our citizens -- of all ages and races, of all creeds and political persuasions -- must ever be able to turn with clear confidence that they can freely seek the whole truth, unwarped by fashion and uncompromised by expediency."*

The issue is not whether you agree or disagree with the information offered -- the issue is freedom of speech!

* Dwight Eisenhower. "Letter on Intellectual Freedom," The White House, June 24, 1953 in The First Freedom, pp. 340-341.

EDITOR: *Virginia Gonzales*
REPORTERS: *Judy Lawton*
LAY OUT & TYPING: *Robin Davidson & Kay Flowers*
DISTRIBUTION: *Ernestine Sprinkle*